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ABSTRACT

This annotated bibliography, Part II in a series, cites current literature concerning the future of education or the many factors affecting educational development in member states of Unesco. Part I of the series was issued in June of 1979 and focuses on the core literature concerned specifically with the future of education, as well as literature in the closely related field of educational development. The present complementary volume constitutes Part II of the bibliography and covers three further broad categories of literature dealing with: 1) education and the individual; 2) education and society; and 3) international cooperation in education. Books, reports, journal articles, legislation, and government publications published since 1972 are cited. While every effort was made to include titles published in all parts of the world, the majority of the titles listed were published in North America. Topics dealt with include: the learning process; learning needs; individual demand; education for development; education for social change; implications of social change for education; effects of demographic changes on education; the democratization of education; education in relation to culture, employment and science and technology; focus of international cooperation, and evaluation of past and current performance in international cooperation. (Author/RM)

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Reflection on the Future Development of Education

A SELECTIVE AND ANNOTATED BIBLIOGRAPHY

- Part II -

Prepared by Rosemary Di Carlo
for the
Division of Educational Policy and Planning
Unesco, Paris, 1980

SO 013 662

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FOREWORD

Unesco's General Conference, at its 20th session in 1978, approved a programme activity entitled "Reflection on the Future Development of Education", in line with the Organization's objective of promoting the formulation of educational policies and plans by its Member States. With this mandate, the Secretariat will study the prospects for the development of education over the next two decades and outline priorities for international cooperation in education, particularly with reference to the establishment of a New International Economic Order. A report of the study will be presented to the Member States in 1981.

One of the first measures undertaken to implement this programme activity has been the compilation of an extensive bibliography of current literature concerning the future of education or the many factors affecting educational development. Some of this literature derives from the new field of futuristics, which seems to be paying increasing attention to education as a key to shaping and preparing for the future. The present selective and annotated bibliography is one of the by-products of this on-going activity. By publishing and distributing it to an interested public, we hope to encourage and assist other individuals and institutions to study and reflect on the future shape of education in their own country and in the world, thereby creating an intellectual environment conducive to long-term educational planning.

Since we are continuously updating our working bibliography and intend to issue subsequent annotated editions, I would welcome very much any suggestions concerning articles, reports, studies and books which should be considered for inclusion. In view of the predominance of articles and books published in North America and Western Europe included in this edition of the Annotated Bibliography, I would particularly appreciate suggestions concerning relevant literature published in the developing countries and in the socialist countries in order that we may achieve a better geographical coverage in future editions. Comments and suggestions may be addressed to me as follows :

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Introduction

An initial review of current literature undertaken in 1978 revealed that the existing pool of literature on which one might draw in studying the future of education is enormous and poses serious problems of selection. In addition to the numerous books, reports and articles specifically on the future of education or on some aspect thereof, many important clues to the future can be gleaned from literature on educational reforms and innovations, as well as critiques of schools, universities and educational systems. Similarly, government policy statements, educational plans, and legislation constitute an essential information base for any prospective study on education. Beyond these obvious sources of information and data on education per se lies an even wider range of literature dealing implicitly with education in relation to its social environment or context. Thus, significant trends and factors shaping the future of education are often discussed in philosophical essays and in literature on economic and social development, the dynamics of social change, scientific and technological advances, and major world problems, such as disarmament, human rights, population growth, the environment, etc. Finally, useful insights and information are contained also in the burgeoning literature on the future, including predictions and prescriptions.

Part I of this annotated bibliography was issued in June 1979: it focussed on the core literature concerned specifically with the future of education, as well as literature in the closely related field of educational development. The titles were presented under four general headings : the future of education; the development of education; higher education; and educational forecasting and long-term planning. The present complementary volume constitutes Part II of the bibliography and covers three further broad categories of literature dealing with: 1) education and the individual; 2) education and society; and 3) international cooperation in education. Part III, to be issued subsequently, will be concerned with architecture and urban and rural development in relation to the physical facilities used for educational purposes. These three volumes, taken together, should enable researchers, educators, planners, and interested readers to gain an overview of the literature produced during the past decade which may help one to understand the numerous trends, innovations, issues and factors which may shape the future of education.

The three broad categories and sub-headings used in the present volume (see Table of Contents) are intended to help the reader to identify literature concerned with a particular aspect of the future of education. Although the categories are overlapping to some extent and although certain works might be listed under two or more headings, titles have been assigned to the heading (and only to one) which seems most appropriate. Each annotation concludes with a list of descriptors drawn for the most part from the Unesco Thesaurus. A list of the descriptors used is presented as an annex, and the reader is invited to refer to that list in order to identify the descriptor(s) relating to his or her particular information needs.

While every effort has been made to include titles published in all parts of the world, the bibliography contains a disproportionate number of titles published in North America, which is a reflection, however, of the origin of readily available literature on the future of education. With this proviso, the bibliography is believed to contain a fair sampling of the available literature,

.../..

but the selection of titles and the annotations should not be construed to be an endorsement by Unesco of the publications listed nor of the facts and views expressed therein.

The search for relevant literature has been greatly assisted by the documentation services of the Organization for Economic Co-operation and Development (OECD, Paris), the Centre national de recherches scientifiques (CNRS, Paris), the Association internationale Futuribles (Paris), the International Association of Universities (IAU, Paris), the Institut National de Recherche Pédagogique (Paris), the International Labour Office (Paris office), Teachers College at Columbia University (New York), the University of Paris, and the European Cultural Foundation's International Institute of Education (Paris), as well as Unesco's International Bureau of Education (IBE, Geneva) and International Institute for Educational Planning (IIEP, Paris) - to whom grateful acknowledgement is due.

Readers wishing to obtain a particular article or book should address themselves to a bookseller or to the publisher, NOT to Unesco - except for Unesco publications.

I. EDUCATION AND THE INDIVIDUAL

A. THE LEARNING PROCESS

1. BLOOM, Benjamin S.
Human characteristics and school learning.
New York, McGraw-Hill, 1976. 284 p., bibl.

The major purpose of Bloom's educational research is to produce equality of results in learning. Maintaining that the past of an individual learner determines his present and future learning, Bloom attempts to alter this "historical determinism". A good portion of this book is devoted to mastery learning strategies as a way of providing a new start for individual learners. Individual differences in learners and in learning, cognitive behaviour, and affective outcomes of school learning are also discussed.

Descriptors: learning processes; learning methods; educability; cognition; mental development; emotional development.

2. BOWER, Gordon (ed.)
The psychology of learning and motivation: advances in research and theory. Vol. 7.
New York, Academic Press, 1973. 370 p., bibl.

This volume of articles by American psychologists contains essays on individual differences in cognition, reaction time measurements in the study of memory processes, discrimination learning, prolonged rewarding brain stimulation, patterned reinforcement, stimulus encoding processes in human learning and memory, discrimination learning, and memory processes. The authors' findings have significant implications for learning and the educational process. Previous volumes in this series also contain relevant material.

Descriptors: learning processes; motivation; memory; cognition; educational development.

3. BOWER T.G.R.
Pathways in development.
Paris, OECD (Centre for educational research and innovation), 1977. 29 p., bibl. (Studies in learning sciences, no. 4) (also in French).

The author maintains that the growth model of intelligence (the theory that with age I.Q. increases) has negative implications for society and social change as it implies that intelligence is genetically determined or that stimulation from an early age is necessary in order to realize one's intellectual potential. He suggests different ways to conceive of the development of intelligence and possible methods for changing intelligence.

Descriptors: learning processes; intelligence; educability; cognition; child psychology.

4. . . .
Brain, memory, and learning.
In: Impact of science on society (Paris, Unesco), vol. 28, no. 1, January-March 1978. (Whole issue).

This issue is devoted to recent trends in brain research. The authors pay special attention to the habituating processes of memory and learning in articles on heredity and environment as formative factors in brain development, modelling the human mind, likenesses of the brain to the computer, and the International Brain Research Organization. The editor stresses the unlimited promise the future holds for researchers in this field. Conclusions which can be drawn from this issue are that the brain is knowable, the process of learning must be demystified, and a more effective method to measure learning must be found.

Descriptors: brain research; memory; learning processes.

5. BREWER, Ilma M.
SIMIG : A case study of an innovative method of teaching and learning.
In: Studies in Higher Education
(Oxford), vol. 2, no. 1, March 1977, p. 33-54.

SIMIG, self-instructional modules and interactive groups, is a method of teaching and learning based on a complementary process. Created because of a need for new learning experiences, SIMIG changed its orientation during a seven-year period in response to student reaction and teacher assessment. Begun with emphasis on self-paced individualized instructors, it now focuses on contact between tutors and students, development of skills, and a problem solving approach to learning. Brewer explains the SIMIG method in detail, gives valuable insights into approaches to teaching and learning, and evaluates the results of this new method during a seven-year trial period. The conclusions are significant for learning and for learning needs of students.

Descriptors: learning methods; teaching methods; educational environment; educability.

6. BRIERLY, John
0 to 8 : The growing brain.
In: Trends in Education
(London, HMSO), no. 32, October 1973, p. 5-11.

The author discusses the importance of the early years of life for brain development and emphasizes the following important areas : adequate early nutrition, early pre-school experience which might physically affect the brain, exploratory learning, and a good language environment from a very early age. Also discussed are differences in learning and brain development between sexes and in learning processes in animals and humans.

Descriptors: learning processes; brain research; child development; nutrition.

7. BRISLIN, Richard W.; BOCHNER, Stephen; LONNER Walter J. (eds.)
Cross-cultural perspectives on learning.
New York, John Wiley & Sons, 1975. 336 p.

This volume on learning is divided into four parts : learning another culture, empirical studies of perception and cognition, contributions to learning from hologeistic studies, and approaches to learning from different perspectives. The authors discuss cognitive differentiation and culture training, ethnographic psychology of cognition, behavioural analysis of culture learning, initiation ceremonies and secret societies as educational institutions, and the complexities of taking a worldwide view of psychotherapy.

Descriptors: learning processes; cognition; personality development; customs and traditions.

8. BRUNER, Jérome S.; OLSON, David R.
Learning through experience and learning through media.
In: Prospects, quarterly review of education (Paris, Unesco), vol. III, no. 1, Spring 1973, p. 20-38.

This article on educational psychology is concerned with the potential of both direct and mediated experience in the intellectual development and acculturation of children. The authors stress the acquisition of learning skills rather than the acquisition of knowledge as the most important of educational goals. The use of teaching methods and teaching materials to further the development of knowledge and skill is also discussed.

Descriptors: educational psychology; learning processes; educational goals; teaching methods; teaching materials.

9. CHAIX, Paul; O'NEIL, Charmian; BLUE, George; CANDELIER, Michel
A critical analysis of forms of autonomous learning (autodidoxy and and semi-autonomy) in the field of foreign language learning.
Paris, Unesco, 1978. 202 p. Abstract, 32 p. (also in French)
ED-78/WS/58.

This study was carried out by a group of European experts and directed by a research group from the Ecole Normale Supérieure de Saint Cloud. With the help of a document specifically designed for the purpose, the authors analyse a representative cross-section of materials and systems for autonomous and semi-autonomous language learning, interpret the results, make an inventory of the most important elements, and define a typology. Languages studied are English, French, Russian and Spanish; and age groups discussed are adults and older teenagers. While the primary emphasis of the study is on learning materials, learning itself is also discussed.

Descriptors: learning methods; learning processes; educational environment.

10. CHALL, Jeanne S.; MIRSKY, Allen (eds.)
Education and the brain. (The seventy-seventh yearbook of the National Society for the Study of Education, Part II)
Chicago, University of Chicago Press, 1978. 413 p.

This volume of articles by neuroscientists emphasizes the importance of education for optimal brain development. Recent discoveries such as the importance of physical aspects of the brain for the functioning of the psychological processes central to learning (attention, cognition, motivation, and language) as well as drug-induced behavioural and cognitive changes are discussed. However, the authors stress the effect of environmental stimulation on the brain as essential to cognitive development. Of particular interest are the articles "Education and the cognitive processes of the brain", by M.C. Whittrock; "A mind of three minds : educating the triune brain", by Paul D. McLean; and "Growth spurts during brain development : implications for educational policy and practice", by Herman T. Epstein.

Descriptors: learning processes; physiology; brain research; cognition; motivation; educational development.

11. DAS, J.P.
Cognitive processes in children : consideration for a cross-national perspective.
Paris, Unesco, 1979. 13 p. bibl.

The author emphasizes that the cognitive functions of the less competent child are related to aspects of culture, nutrition, and schooling, and, therefore, must not be studied in isolation. He examines certain aspects of cognitive competency in children citing examples of empirical research and discusses their implications.

Descriptors: learning processes; cognition; mental development; educability.

12. DAS, J.P. ; SOYSA, P.
Late effects of malnutrition on cognitive competence.
In: International Journal of Psychology (Montreuil, France), vol. 13, no. 4, 1978, p. 295-303.

This article explores the effects of severe malnutrition on the intellectual performance of children from disadvantaged economic and social classes. The authors base their discussion on a study of children in Colombo, Sri Lanka. Their conclusion is that in terms of cognitive functions severe malnutrition perhaps does no more harm than chronic undernutrition does to disadvantaged children. That a direct relation between nutrition and cognitive competence has not been established is stressed, and the difficulty of separating the effects of social factors invariably associated with malnutrition in the lower socio-economic classes is emphasized. Tables with test results and variables are supplied.

Descriptors: nutrition; cognition; mental development.

13. DASEN, P. et al.
Naissance de l'intelligence chez l'enfant baoulé de Côte d'Ivoire.
Berne, Hans Huber, 1978. 322 p.

Cette étude, fondée sur les conceptions et les méthodes de la psychologie génétique piagétienne, est divisée en sept parties : introduction sur le développement psychologique du jeune enfant africain, description de l'environnement de l'enfant, développement de l'intelligence sensori-motrice, débuts de la fonction sémiotique, comportement spontané chez l'enfant, présentation de quelques cas et état nutritionnel et développement psychologique. Les auteurs commentent la controverse très complexe concernant l'existance des différences fondamentales entre les processus cognitifs d'individus appartenant à diverses cultures.

Descriptors: learning processes; cognition; mental development; child development.

14. HART, Leslie A.
The new "brain" concept of learning.
In : Phi Delta Kappan (Bloomington, Indiana), vol. 59, no. 6, February 1978, p. 393-396.

Maintaining that learning is a "brain" activity, the author suggests several ways that education can be made "brain-compatible". As recent scientific discoveries may contribute to a theory of learning, he suggests that attention be paid to disciplines such as the neurosciences, ethology, anthropology, new information processing psychologies, and computer science. Hart makes five points which suggest that major reforms in the educational process are necessary : 1) the human brain is intensely aggressive and not passive as previously believed; 2) the stimulus response device of behaviorist theories is no longer an adequate explanation of brain functions; 3) the neocortex, five-sixths of the human brain, does not function under the pressure of classroom situations; 4) children must "talk" to learn well and rapidly, rather than listen; and 5) the human brain has little use for logic of the type employed in modern teaching methods. In essence, the article calls for a less structured educational system and cites past examples as proof of the possibility of success.

Descriptors: learning processes; learning methods; educational environment; mental development; educational psychology.

15. HOLM, Ulla
Criterion information and principle information : studies of the concept formation process.
Linköping, Sweden, Linköping School of Education, 1976. 74 p., bibl.

The report of the Problem Solving Project, sponsored by the Swedish Council of Social Science Research, is the result of a series of experiments investigating the effects of two variables on a learning situation. The experiments show that "Criterion Information" is a more powerful determinant of learning behaviour than "Principle Information" and that there is an interaction between the two variables. The report analyzes the different experimental conditions under which one learns and describes learning in terms of a hierarchy congruent with the structure of the learning material.

Descriptors: learning processes; cognition; learning methods.

16. LEWIS, Michael (ed.)
Origins of intelligence.
London, John Wiley & Sons, 1976. 413 p.

This volume of thirteen articles examines infant intelligence from several perspectives : biological, social, cognitive, affective, historical, and sociopolitical. It presents the latest findings in the field and questions the very definition of infant intelligence. Discussed in specific articles are the value and limitations of infant tests, early learning and intelligence, cross-cultural studies of infant intelligence, social class and infant intelligence, and the relationship between affect and intelligence in infancy. The authors' conclusions about the origins of intelligence have significant implications for theories of learning.

Descriptors: intelligence; cognition; educability; mental development; social factors; educational psychology.

17. LOZANOV G.
Expert working group on suggestology and suggestopedia.
Sofia, Bulgarian National Commission for Unesco, 1978. 68 p.
ED-78/WS/119.

This working document discusses the new field of suggestology, the science of stimulating the reserve capacities in the mind and body of man. Its proponents consider suggestology the "science of accelerated harmonious development of man and his manifold talents." Distinguishing suggestology from hypnosis, the author outlines its basic concepts, terms, and aims. The efforts of Lozanov and his colleagues have broad implications for human behaviour but have mainly been directed to the fields of psychotherapy and pedagogy. Based on suggestology, a new pedagogical system - suggestopedy - was created. This new method and its application are described in detail.

Descriptors: teaching methods; educational psychology; mental development; educational development.

18. LOZANOV, Georgi
Accelarated learning and individual potential.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IX, no. 4, 1979, p. 414-425.

The author discusses the method of suggestopedy as a means of increasing the rate of learning for all age groups. In brief, suggestopedy is a teaching system which creates the necessary conditions for acquiring an aptitude and a capacity for inner concentration through optimal psychological relaxation. When properly applied, this process makes use of the individual's passive and active attention. A detailed explanation of the suggestopedic process is given.

Descriptors: learning methods; learning processes; educational psychology; teaching methods; mental development.

19. ROBERTS, Thomas B. (ed.)
Four psychologies applied to education : Freudian, behavioural, humanistic, transpersonal.
New York, John Wiley; Cambridge, Mass., Schenkman; 1975. 588 p.

This volume of sixty-two articles includes theoretical essays and case studies. Its implicit message is that the four psychologies discussed can be complementary ways of understanding human behaviour. Included are articles on psychoanalysis and the future of education, programming creative behaviour, education on the non-verbal level, the meaning and relevance of transpersonal psychology for education, applications of psychosynthesis in the educational field, and transcendental meditation and its potential uses for schools.

Descriptors: educational psychology; mental development; emotional development; personality development; learning processes; educational development.

20. ROBERTS, Thomas Bradford
Transpersonal: the new educational psychology.
In: Phi Delta Kappan (Bloomington, Indiana), vol. 56, no. 3, November 1974, p. 191-193.

This article discusses transpersonal psychology, its role in the learning process, and methods for its application. The author maintains that transpersonal psychology, which is concerned with "altered states of consciousness, man's impulse to higher states of being, psychic phenomena, biofeedback, and voluntary control of internal states" will lead to a revolution in the field of education. Concentrating on teaching right brain functions (the right hemisphere of the brain being pictoral, synthetic, intuitive, receptive, and holistic), Roberts states that a teaching method combining relaxation and fantasy journeys has produced excellent results in intellectual development.

Descriptors: learning processes; learning methods; teaching methods; educational psychology; mental development; cognition.

21. SCHWARTZ, Bertrand
Qu'est-ce que l'intelligence artificielle ?
In: Education permanente (Paris, Université de Paris-Dauphine), no. 52, mars 1980, p. 117-124.

Cet article relate, sous forme d'interview, une expérience qui se déroule actuellement en Grande Bretagne et aux Etats-Unis et qui consiste à développer l'intelligence de l'enfant ou de l'étudiant avec l'ordinateur. Contrairement à ce qui se passe avec l'enseignement programmé et avec l'ordinateur-simulation, on construit soi-même son propre programme au fur et à mesure qu'on élabore questions et réponses. Il s'agit, en fait, de développer l'esprit de recherche qui est une forme d'intelligence intuitive. Cette méthode qui s'ajoute aux autres méthodes éducatives, sans les exclure, nécessite la présence d'un professeur et demande la participation de l'élève à sa propre construction de pensée.

Descriptors: learning processes; learning methods; cognition; mental development.

22. TALYZINA, N.F.
Analysis of the results of the work of interdepartmental conferences of leading USSR experts on the application of advances in psychology, physiology, cybernetics, etc. to the improvement of the modern educational system.
Paris, Unesco, 1976. 15 p.
ED-76/WS/63.

Prepared by the USSR National Commission for Unesco, this paper analyzes educational research leading to the recent development of various teaching methods in the USSR based on advances in educational psychology, the learning process, physiology, and cybernetics, and tested at different levels both within the educational system and outside it. Specific topics discussed are psychological regularities of the learning process in students, recommendations for developing creativity, and mathematical bases for combined human-machine systems for the control of learning activity. Institutes and centres involved in this research are mentioned.

Descriptors: learning processes; learning methods; teaching methods; educational psychology; cybernetics; physiology.

23. UNESCO
Symposium on the psychological bases of programmed learning, Tbilisi, USSR, 1976.
Final Report. Paris, Unesco, 1976. 32 p.
ED-77/CONF.806/11.

This meeting report deals with theoretical and methodological developments in programmed learning in recent years. In particular, it discusses educational research on the use of programmed materials which refer to factors influencing personality development. The problems of using programmed learning in developing countries, especially the transfer of teaching materials, learning methods, and theory from developed countries, are also discussed. The importance of the economic, social, and cultural values of the countries within which programmed learning is applied is stressed.

Descriptors: learning methods; teaching methods; personality development; educational research.

24. VARGA, Tamas
The development of mathematical and scientific concepts in early childhood.
Champaign-Urbana, Illinois, 1974. 16 p., bibl. (also in French)

This position paper of the Meeting of Experts on the Psychological Development of Children and Implications for the Educational Process, Urbana, 1974, discusses some problems in mathematics education posed by recent discoveries in child development and the learning process. It considers questions such as the development of abstract reasoning and conceptualization in early childhood.

Descriptors: child development; learning processes; mental development.

B. LEARNING NEEDS

25. ALLES, Jinapala
Learning in childhood: what are the basics ?
Paris, Unesco, 1976. 27 p., various pagination.

This working paper on the learning process of children in developing countries deals with the acquisition of life-skills and with basic education. It discusses and defines such goals of learning as the development of basic skills and the development of knowledge and attitudes toward family life, the community, and the educational environment. It also provides several categories of life-skill objectives and concludes with a discussion of perceptions of village inhabitants in Sri Lanka relating to the distribution of learning opportunities for children.

Descriptors: learning processes; learning needs; basic education; educational goals; educational environment.

26. BOTKIN, James W.; ELMANDJRA, Mahdi; MALITZA, Mincea
No limits to learning: bridging the human gap.
Oxford, Pergamon, 1979. 159 p.

This report of the Club of Rome discusses how "learning" can help to solve the global problems mankind faces today and will face tomorrow. A distinction is made between learning and schooling, as the authors consider traditional education insufficient to meet the demands of tomorrow. Instead, they describe the concept of "societal learning", which is based on less formal modes of education such as family upbringing, peer groups, work, play, and the communications media. Their major purpose is to stress the need for "innovative learning" as a means of preparing individuals and societies to act to solve global issues. Two primary features of innovative learning are identified : 1) anticipation, which encourages individuals to use techniques such as forecasting, simulations, scenarios, and models to shield themselves from the trauma of learning by shock, and 2) participation, which has become a near-universal demand. Discussed in depth are conceptual frameworks for learning, obstacles to innovative learning, and suggestions for the development of new kinds of learning.

Descriptors: lifelong education; non-formal education; social change; changing society; future society; educational development.

27. BOYER, Ernest L.; KAPLAN, Martin
Educating for survival: a call for a core curriculum.
In: Change (New Rochelle, N.Y.),
vol. 9, no. 3, March 1977, p. 22-29.

Maintaining that the content of education is now atomistic and "value free", reflective of the state of society, the authors emphasize that education must counteract the excesses of individualism and broaden social visions in the future. Social survival is dependent on a sense of community and a core curriculum. Arguing that education which affirms the individual is not enough, Boyer and Kaplan stress that education for interdependence is vital for greater understanding of global relations and survival.

Descriptors: learning needs; future society; changing society; social values; cultural aims.

28. COOMBS, P.H.
Basic education for meeting basic human needs of the rural poor.
In: The future of education and the education of the future.
Paris, IIEP, 1980, p. 281-291.

This article emphasizes the need for basic education to help poverty-stricken people of all ages meet their basic needs as well as to provide primary schooling for children. Focusing on the rural poor, it discusses characteristics of the rural poor, virtues and limitations of the basic needs approach, the role of education in meeting basic human needs, and ways of providing a rural basic education. The author concludes that basic needs cannot be met in isolation of social, economic, and political issues; education must be interpreted as learning not merely as schooling; and flexible networks of learning provisions must be established in order to serve the whole rural population.

Descriptors: learning needs; rural development; non-formal education; basic education.

29. COOMBS, Philip H.; PROSSER Roy C.; AHMED, Manzoor
New paths to learning for rural children and youth.
New York, International Council for Educational Development, 1973.
133 p., bibl.

This study, carried out by the International Council for Educational Development, New York, for UNICEF, is primarily concerned with non-formal education for rural development. The needs of rural children and youth, particularly of those out of school, are assessed. The authors of this study discuss fundamental concepts of education such as lifelong learning, main tasks of non-formal education in industrialized nations and in developing countries, and the present pattern of non-formal education including indigenous learning systems in Africa, Asia, and Latin America and the Caribbean. Strategies and suggestions for the future improvement of non-formal education are described in detail : alternative approaches to primary education, methods to strengthen informal education, educational opportunities and employment possibilities, and new possibilities for international cooperation.

Descriptors: learning needs; rural education; non-formal education; education and development.

30. CROPLEY, A.J.; UNESCO INSTITUTE FOR EDUCATION, Hamburg
Lifelong education: a psychological analysis.
Oxford, Pergamon, 1977. 196 p., bibl.

From the standpoint of psychology, this book examines some of the relevant issues of lifelong education. Basic concepts in lifelong education are discussed: education for coping with change, educational needs of adults, genuine educational equality, vocational needs, and learning as opposed to schooling. The authors discuss psychological assumptions about current educational systems and implications of lifelong education for the curriculum. Also included are criticisms of and future prospects for lifelong learning.

Descriptors: lifelong education; social change; changing society; democratization of education; educational psychology; educational philosophy.

31. DAVE, Ravindra H.; EVANS, David R.
Analysis of learning needs for rural development: some basic issues.
Paris, IIEP, 1976. 26 p., Working draft.
IIEP/S39/2.

This paper was prepared for the International Institute for Educational Planning Seminar on "Determination of Learning Needs in Rural Areas" held in Nairobi in 1976. The authors consider the education of the rural poor a priority task in developing countries. A conceptual framework for identifying learning needs is described in terms of specific needs of the individual, needs in relation to the societal and physical environment, and needs in relation to development. Techniques for assessing learning needs and criteria for selecting these techniques are suggested.

Descriptors: learning needs; rural development; social environment; natural environment; educational policy.

32. GILL, Dhara S.
Education for the rural youth: some problems of determining learning needs.
Paris, Unesco: International Institute for Educational Planning, 1977. 83 p., bibl. (IIEP occasional papers no. 49).

This paper discusses major problems of education for youth in the rural areas of developing countries. The author maintains that education for rural living must be based on accurate determination of learning needs in each rural situation and discusses some issues relevant to the determination of learning needs of rural youth, such as environment, agriculture, and development, as well as the concept and definition of learning needs. Major areas of learning for rural youth are described (basic communication skills, role models, principles of science, and processes of nature) and procedures and methods for identifying learning needs in local situations are discussed in detail.

Descriptors: learning needs; rural education; education and development; rural development.

33. HUSÉN, Torsten
The learning society.
London, Methuen & Co. Ltd., 1974. 268 p., bibl.

This readable book stresses the need for lifelong education. Husén maintains that because of problems of social justice, national economy, and rapidly changing societies, lifelong learning has become imperative. Without recommending "deschooling", he discusses the need for a critical examination of institutionalized education as schooling no longer meets the needs of the individual in a changing society. Discussed in this volume are the school and society, individual differences and individualized instruction, the internationalization of education, the purpose of futurological studies in education, and projections of educational needs and of educational systems in the year 2000.

Descriptors: changing society; lifelong education; educational forecasting; future society.

34. KING, Kenneth
Minimum learning needs for the Third World: new panacea or new problems?
In: Prospects (Paris, Unesco), vol. VI no. 1, 1976, p. 39-56.

In this article the author explores policy implications of non-formal education for rural development and for the traditional school system. He examines the notion of basic education and its relevance to the needs of poor rural youth, the potential of indigenous education systems, and the possible interactions between non-formal education and the traditional school system. A good portion of the article is devoted to indigenous and informal systems of learning because of their potential for providing basic needs. King divides these systems into three categories - tribal or communal, religious, and skill acquisition and apprenticeship - and suggests that more attention be paid to their development in the future.

Descriptors: learning needs; non-formal education; basic education; mental development.

35. KINUNDA, M.J. (The Tanzania case study team)
Kwamsisi community school project: a case study on learning needs in rural areas.
Paris, Unesco:IIEP, 1978. 74 p.
IIEP/RP/24.6.

This study, an analysis of the identification and determination of needs of Kwamsisi Community, contains some material on learning needs for adults and children. Although a good portion of the document is devoted to methods for the implementation of measures to fulfill these needs, an outline and an assessment of learning needs are given. Broad classes of learning needs in Tanzania are functional literacy and numeracy, political education, self-help and cultural activities, and community studies. Furthermore, it is stressed that education must encourage the development of an enquiring mind and instill attitudes of self-confidence, creativity, problem solving, and scientific outlook. In brief, education is conceived of as an integral aspect of development.

Descriptors: learning needs; rural development; educational development; role of education.

36. LEONTIEV, A.N.; ELKONINE, D.B.
The child's right to education and the development of knowledge of child psychology.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IX, no. 2, 1979, p. 125-132.

The authors emphasize the importance of pre-school learning needs of children. Negating the importance of heredity, they refute previous theories of learning and cite as a practical example the transformation of peoples of pre-Revolutionary Russia from a backwards society to a society with high standards of culture, science, and education. Leontiev and Elkonine maintain that the child must be stimulated to master culture and science and that his practical creative activity must be organized. As they feel that the process of development must follow a strict sequence, they are in favor of a unified system of education in which attention is paid to the child at early stages of development.

Descriptors: learning needs; mental development; child psychology; educability; educational environment.

37. PIERCE, Chester
The pre-schooler and the future.
In: The Futurist (Washington), vol.VI , no. 1, February 1972, p.13-15.

The author describes a curriculum which would prepare young children for the 21st century. This early learning curriculum would develop cognitive skills as well as skills in affective and intellectual aspects of life. For the future, the child needs to learn about the concepts of limitation and of infinity, conflict resolution, and decision-making. Of special importance is the need to learn occupational options and the capacity to view oneself in global terms.

Descriptors: learning needs; future society; social change; educational development; educational philosophy.

38. PURPEL, David E.; BELANGER, Maurice (eds.)
Curriculum and the cultural revolution: a collection of essays and readings.
Berkeley, California, McCutchan Publishing Corporation, 1972. 497 p.

This collection of articles by leading educators and social critics deals with educational values and ideas which may be characterized as humanistic. The volume is divided into three sections : 1) the process of curriculum-making, which discusses the need for new philosophies; 2) the school and society, which examines the kinds of knowledge, skills, and motivation needed in a changing society; and 3) the development of self-awareness and personality growth, which describes examples of the influence of education on an individual's personal life. Common convinctions are that education begins with the learner's personal attitudes and values and that human learning involves both intellectual and emotional elements. Articles of special interest are "Education for survival", by Michael Scriven; "Interpersonal relationships: USA 2000", by Carl K. Rogers; and "Open education: assumptions about children, learning, and knowledge", by Roland S. Barth.

Descriptors: learning needs; social change; social values; personality development; humanistic education; educational philosophy.

39. RICHARDSON, Robin
Learning in a world of change: methods and approaches in the classroom.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IX, no. 2, 1979, p. 184-196.

The author suggests several methods and approaches to teachers to interest students in such fields of education as international understanding, development education, global education, world studies, peace education, and multicultural education. Richardson, Director of the World Studies Project in London, describes the project's main publication Learning for change in world society. This handbook for teachers is a collection of classroom activities, games, and exercises to interest students in issues being studied, to present social and political issues impartially, and to help students achieve a sense of self-confidence and self-worth.

Descriptors: learning methods; teaching methods; learning needs; educational goals; educational philosophy.

40. STROM, Robert
Education for a leisure society.
In: The Futurist (Washington), vol. IX, no. 2, April 1975, p. 93-97.

The author maintains that fewer people will be needed in the future to provide all necessary goods and services. Consequently, man will have to derive his identity from more than his job. In the author's opinion, education should stress interpersonal relations, human development, and man's intrinsic dignity and should help man find answers to the purpose of life. Strom discusses future-oriented educational goals and learning needs for developed countries. He proposes a curriculum which would emphasize human relations.

Descriptors: learning needs; future society; social change; educational objectives; humanistic education; personal development.

41. THIAM, Geneviève
Educational circles and the influence of educational action with respect to the needs of the child.
In: Educafrica (Dakar, Unesco), special issue, 1979, p. 41-52.

This article describes the education of the African child in terms of his environment. Stating that the psychological evolution of the child is dependent on the mechanisms of environment as well as on those of heredity, the author discusses the child's learning needs in terms of the family, school, and social milieu. Basic learning skills which enable the child to function in society are described, and the importance of non-formal education is stressed.

Descriptors: learning needs; educational environment; learning methods; child psychology.

42. TOMASZEWSKI, Tadeusz
Trends in social science research on children in Poland.
Paris, Unesco, 1979. 19 p.
(Division for the Study of Development. Reports and Studies; ChR 9)

This report on social science research on children discusses general trends in the theory and practice of child research and describes investigations of difficult situations of children. The second section on situations of deprivation enumerates various needs of children : stimulative, emotional, cognitive, and behavioural. The third section on situations of overload discusses the discrepancy between the task to be performed by the child and his forces; and the fourth, on situations of threat, the situation in which any of the values prized by man are endangered - his existence, identity, development, or sense of well-being.

Descriptors: learning needs; mental development; personality development; emotional development; child psychology.

43. UNESCO
Learning to be: the world of education today and tomorrow.
Paris, Unesco, 1972. 313 p.

This report of the International Commission on the Development of Education for Unesco is based on four assumptions : an international community exists with common aspirations and problems; the foundation of democracy is education; the aim of development is the complete fulfilment of man; lifelong education is necessary for the development of the complete individual. Of particular interest are chapter six on goals and the epilogue to Part II on the learning society. The study posits several assumptions concerning learning and the individual : 1) command of scientific thought and method has become indispensable to the average man; 2) new values are necessary to liberate the creative potentialities of human consciousness; 3) a mission of education is to help man discern a common humanity among various nations; 4) through education an individual becomes aware of his own social dimensions and of the democratic process; and 5) the fundamental aim of education is the physical, intellectual, emotional, and ethical integration of the individual into a complete man. Of particular importance is the notion that education must proceed from the learner.

Descriptors: lifelong education; changing society; role of education; educational goals; educational aims.

44. UNESCO - UNICEF COOPERATIVE PROGRAMME
Basic services for children: a continuing search for learning priorities.
(Experiments and innovations in education, no. 36; International Bureau of Education series). Paris, Unesco, 1978. 240 p. bibl.

This volume written primarily for specialists concerned with development is intended to serve the interests of planners and designers of learning sequences for the deprived young. The natural, social, cultural, and economic environments of children and youth are considered in the assessment of learning needs and priorities. Specific areas discussed are critical life-skills such as nutrition and health education, basic education for development, community-centred education, initial learning programmes, mobile creches, and methods and strategies for determining learning needs. The authors refer to various regions of the world with particular emphasis on Asia.

Descriptors: learning needs; basic education; education and development; role of education; educational environment.

45. UNESCO - UNICEF COOPERATIVE PROGRAMME
Basic services for children: a continuing search for learning priorities - II.
(Experiments and innovations in education, no. 37, International Bureau of Education series). Paris, Unesco, 1978. 229 p.

This second volume prepared by the Unesco-UNICEF Cooperative Programme is concerned with learning opportunities for and learning needs of young learners under fifteen years of age, particularly deprived and underprivileged children. The learning opportunities described in this dossier include schools and schooling, out-of-school activities, and education as a means to achieve objectives of other basic services such as health and nutrition. This study is a supplement to Part I and contains more material from West Africa and Central America. Discussed in detail are the integration of learning activities with development-oriented projects in health and agriculture, provision of learning opportunities through regeneration of school systems, and selected activities related to identification of learning needs.

Descriptors: learning needs; basic education; rural development; role of education; educational environment.

C. INDIVIDUAL DEMAND

46. . . .
The demand for education.
In: The OECD Observer (Paris, OECD), no. 84, November/December, 1976, p. 22-25.

This article concerns the demand of individuals for post-compulsory education in industrialized countries. Factors influencing demands are grouped into four categories: psychological and individual characteristics, social and familial forces, economic and financial elements, and structural and institutional factors. Chief among individual characteristics is vocational motivation; among social forces, the role of social origins in determining educational careers. In all OECD countries economic considerations affect the individual's decision both positively as a means to earn a higher income and negatively as a deterrent to continuing education when there is a pressing need to earn money. Structural factors such as age and admissions policies also affect individual demand. The article stresses the need for better information about educational choices for individuals and their families.

Descriptors: educational demand; individual aspirations; socio-economic factors.

47. DEOSARAN, Ramesh A.
Educational aspirations: individual freedom or social injustice?
In: Interchange (Toronto), vol. 8, no. 3, 1977/78, p. 72-87.

This article examines the aspirations of students (the goal which they would like to attain) and their expectations (their "realistic" choice of action or goal) in Canada. The empirical study described reveals that both are related to students' social class background, with expectations more strongly related. The author discusses in detail factors related to educational aspirations, in particular, social class, gender, and ethnicity. As there are greater discrepancies between aspirations and expectations of students from lower social classes than of those from the middle class, the author raises the problem of equal access to and opportunity of education.

Descriptors: educational demand; individual aspirations; socio-economic factors; democratization of education.

48. HARNQUIST, Kjell
Individual demand for education: analytical report.
Paris, OECD, 1978. 120 p., bibl.

This report presents a theoretical framework for the study of individual demand for education, an analysis of empirical research findings in this area, and an application of these findings to educational trends in Sweden. The author discusses trends in individual demand for education, the student's perception of the choice situation, individual determinants of educational choice such as personal characteristics and personal environment, and institutional determinants of educational choice such as the educational system and society. Included are tables and diagrams relating to individual demand.

Descriptors: educational demand; socio-economic factors; individual aspirations.

49. ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT
Individual demand for education: general report and case studies.
Paris, OECD, 1979. 386 p.

This is the second of two volumes on individual demand for education. It is composed of a general report (in English and in French) and empirical case studies in France (in French), Germany, Greece, and the United Kingdom (all in English). Among the topics discussed are the factors influencing individual demand; factors determining the demand for university education in Germany; the demand on education and employment in France; the demand for post-secondary, non-university education; and the attitude of young people toward school, work, and higher education in the United Kingdom. Policy considerations and planning aids are discussed for all four countries.

Descriptors: educational demand; socio-economic factors; individual aspirations; demography; education and employment.

50. PEARSE, R.
The prediction of private demand for education: an Indonesian case study.
In: The International Review of Education (Hamburg, Unesco Institute for Education; The Hague, Martinus Nijhoff), vol. XXIII, no. 3, 1977, p. 265-285, bibl.

The author maintains that desires of individual families for education for their children must be considered in defining an appropriate level of supply of formal education. His study, based on a survey of rural families in Indonesia, searches for variables which predict the actual utilization of schooling by individual families. His analysis suggests the following predictors: educational opportunity, structural characteristics of the family, the family's economic status, and value orientations of the family toward education. Tables and statistics are included.

Descriptors: educational demand; socio-economic factors; individual aspirations; social values.

51. **REUCHLIN**, Maurice
Individual orientation in education.
The Hague, Martinus Nijhoff, 1972. 75 p., bibl.
(European Cultural Foundation. Project 1: Educating man for the 21st Century, vol. 2)

This study is concerned with educational and vocational orientation in a broad sense and is based on developments on two levels, the collective and the individual. Factors determining individual orientation in education are discussed: changes in demography, technology, economy, labour market, societal values, family life, and biological determination. The author suggests possible conflicts between individual demand for an inter-disciplinary approach to schooling, free of standardization and of other constraints, and societal needs. The evolution of technological society, which becomes more complex and restrictive, is considered to be, to a great extent, the cause of the growing demand for more flexible and individualized courses of study.

Descriptors: educational demand; individual aspirations; social change; technological change; demography; economic growth; educational forecasting.

52. **WANIEWICZ**, Ignacy
Demand for part-time learning in Ontario.
Ontario, Ontario Educational Communications Authority, 1976. 216 p.

This study of adult learning in Ontario was carried out with a consciousness of the following major influences: the concept of lifelong learning, levels of educational attainment by Ontario adults, and predicted demographic changes for Ontario. Considering that adult learners will increase in the next decade and that part-time learners make excellent students, the author maintains that teachers and administrators must examine part-time learners more closely. He discusses characteristics of learners, motivations of adult learners, and aspirations of adults and part-time learners. Included are several tables with statistics on adult learning.

Descriptors: learning processes; educational demand; adult education.

53. **WEBER**, Silke
Modèle dominant et aspirations à l'éducation: un exemple au Brésil.
Paris, Centre national de la recherche scientifique, 1976. 228 p., bibl.

Cet ouvrage prend sa place dans l'ensemble des publications de la Recherche coopérative internationale "Aspirations, systèmes de valeurs et transformations de la vie quotidienne". L'auteur discute les aspirations à l'éducation de certains milieux sociaux, des images et des

représentations de l'éducation au Brésil (les différentes images d'une personne éduquée), et les aspirations à la profession (y comprenant les buts de l'action éducative et les désirs et les projets individuels). A cause de l'expression des aspirations des parents, Weber décide que l'école tend à reproduire la logique de pensée des classes dominantes des pays où elle a été conçue. Son ouvrage propose les besoins de trouver des méthodes d'enseignement et d'éducation correspondant à l'environnement et au contexte culturel propre à un pays.

Descriptors: educational demand; socio-economic factors; education and employment; individual aspirations.

II. EDUCATION AND SOCIETY

A. THE INFLUENCE OF EDUCATION ON SOCIETY

a) Education for Development

54. CLARK, Noreen
Education for development and the rural woman.
Vol. 1: A review of theory and principles with emphasis on Kenya and the Philippines.
New York, World Education, 1979. 66 p., bibl.

This monograph is devoted to the effect that education and training of adults, women in particular, can have on national development. Clark concentrates on the special case of women in development in rural Kenya and in the Philippines. She outlines aspects of an educational process for enhancing the participation of rural adults in development and discusses community-wide support, learner-determined priorities, and an active learning approach. In the last part of her study she suggests several indicators for assessing the success of educational programmes and policies for development.

Descriptors: role of education; women; rural development; national development; changing society.

55. COOMBS, Philip H.
Where should agricultural education go from here?
In: Indian Journal of Adult Education (New Delhi),
vol. XXXV, no. 8, August 1974, p. 14-18.

This article discusses impressions of agricultural education that Coombs and his colleagues at the International Council for Educational Development, USA, gained while conducting an international study on non-formal education for rural development. Coombs establishes a framework for assessment of rural education, discusses the record of performance of agricultural educational systems, emphasizes the need for clear objectives, identifies principal points of weakness, and provides a vision of the educational future. Attention is paid to agricultural extension and other forms of farmer training as they are among the major existing non-formal educational programmes.

Descriptors: role of education; rural development; rural education.

56. COOMBS, Philip H.; AHMED Manzoor
Attacking rural poverty: how nonformal education can help.
Baltimore, Johns Hopkins University Press, 1974. 292 p.

This study, prepared for the World Bank by the International Council for Educational Development, presents a functional view of education as opposed to the traditional structural and institutional approach often used in educational planning. Part One of the study contains descriptions of twenty-five examples of non-formal education in practice at the present along with observations on their strengths and weaknesses; Part Two, analyses of agricultural knowledge systems, training programmes, and educational content and methods; and Part Three, conclusions and suggestions for future tasks for non-formal education.

Specific chapters concern the self-help approach to rural development, training programmes in agriculture, training for non-farm occupations, and an integrated approach to agricultural development.

Descriptors: non-formal education; social change; socially disadvantaged; rural development.

57. COURT, David; GHAI, Dharam P.
Education, society and development: new perspectives from Kenya.
Nairobi, Oxford University Press, 1974. 345 p.

This volume, published on behalf of the Institute for Development Studies at the University of Nairobi, contains a series of articles on training, recruitment, and employment; the structure and culture of Kenyan education; the issue of equality; and alternatives in Kenyan education. Although the general premise of the contributors is that education is both an end in itself and a means of attaining other ends, emphasis is placed on education as a social service which aids in various forms of development - economic, political,and social. Specific proposals for the future include the village polytechnic movement, the political economy of self-help, education by correspondence, and population education.

Descriptors: role of education; national development; social change; democratization of education; population education; education and employment.

58. HOUETO, Guy Laurent
Education et société.
In: Educafrica (Dakar, Unesco), Special issue 1979, p. 27-34

Le but de cet article est de réfléchir et d'agir sur les concepts d'éducation, de développement et de société en prenant pour point de départ un diagnostic de développement actuel, applicable à la plupart des pays africains. Les transformations à opérer sont si complexes qu'il s'agit de ne pas les fonder exclusivement sur la croissance économique et la formation du capital mais de s'assigner un certain nombre d'objectifs sociaux. C'est alors seulement que l'effort éducatif sera efficace. Il est important de concilier éducation et cultures nationales, de relier éducation et société en encourageant la participation des élèves aux activités relevant du monde du travail et d'assurer l'indépendance des pays africains dans le domaine éducatif.

Descriptors: role of education; national development; social change; cultural identity.

59. INTERNATIONAL ASSOCIATION OF UNIVERSITIES
The role of the university in developing countries: its responsibility toward the natural and cultural environment.
Paris, IAU, 1979. 95 p. (Paper 16)

This paper constitutes the report of the Sixth International Association of Universities Seminar held in 1979. The purpose of this seminar was to examine the role of the university in development and in the protection of the environment in order to make a contribution to the establishment of environmental concepts in developing countries. Maintaining that industrialized nations have set a bad example, the participants considered it essential that man come to terms with environmental problems. In Part I,"The role of the university in shaping policy for development", two topics are discussed : 1) the university, the preservations of the natural environment, and perspectives for the use of resources, and 2) the university, the cultural heritage, and perspectives for changing societies. Part III, "The role of the university in providing training and services for development" deals with training for environmental protection and the preparation of men and women for new social responsibilities.

Descriptors: role of education; development policy; higher education; environment; changing society.

60. INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
Collection of papers on the contribution of higher education to the New International Order.
Paris, IIEP, 1978.
Working Document. IIEP/RP/13/C.5. 38A-49A.

These documents were prepared for the "Collection of papers on the contribution of higher education to the New International Order" within the framework of the Research Project on Graduate Employment and Admissions Policy in Higher Education. Topics discussed are the implications of the new world order for higher education, lines of action for universities in developed and developing countries in light of the New International Order, the role of popular education, and educational opportunity and employment in relation to the NIEO. This collection of papers will be published in one volume by the IIEP in the near future under the title "The contribution of education to the New International Order".

Descriptors: role of education; higher education; New International Economic Order; education and employment; democratization of education.

61. NASUTION, S.; VIRASAI, Banphot
Higher education and basic health needs.
Proceedings of the Regional Seminar held in Chiang Mai, Thailand, 21-23 December 1978.
Singapore, Regional Institute of Higher Education and Development, 1979. 207 p.

The Regional Institute of Higher Education and Development organized this seminar to enhance the commitment of higher education to society. This volume is divided into six parts : 1) an introduction which discusses basic health care in Southeast Asia; 2) contributions of higher education in meeting basic health needs in rural areas - problems and prospects; 3) delivery of primary health care in urban areas - role of tertiary institutions; 4) an evaluation of university curricula in health-related disciplines; 5) observations on the development of basic health need-oriented curricula and programmes; and 6) proposals and recommendations for the future.

Descriptors: role of education; higher education; primary health care; social change.

62. . . .
Seminar on the contribution of education to the New International Order, New Delhi, 22-27 January 1979. Documents.
Paris, IIEP, 1979. looseleaf (IIEP/S 50)

This seminar was jointly organized by the International Institute for Educational Planning, Paris; the Unesco Regional Office for Education in Asia and Oceania, Bangkok; and the National Institute of Educational Planning and Administration, New Delhi. Its purpose was to determine the future role of education in new development strategies in order to create conditions for a new economic and social order both within and among countries. Three basic issues are discussed in the resulting documents: 1) the role of educational policies in reducing inegualities within education and within society, 2) the role of education in a new employment strategy, and 3) educational reform for rural development. Papers of special interest are "Inequalities in education and inequalities in employment", by Louis Emmerij; "Educational disparities, world politics, and the New International Economic Order", by Johan Galtung; "Second thoughts on equality in education", by Torsten Husén; "Guidelines to third-level education in developing countries in order to assist in the creation of the New International Economic Order", by Jan Tinbergen; "The New Economic Order and the problem of education", by Samir Amin; "The New International Economic Order: promises and implications", by Ramashray Roy; "Education and employment", by P.R. Panchamukhi; and "The New International Economic Order: the contribution of education to equality", by Malcolm S. Adiseshiah. In the near future these papers will be published by the National Institute of Educational Planning and Administration in New Delhi.

Descriptors: role of education; social change; New International Economic Order; economic change; democratization of education; education and employment; rural development.

63. SIMMONS, John
L'éducation peut-elle promouvoir le développement?
In: Finances et développement (Washington), vol. 15, no. 1, mars 1978, p. 36-39.

En prenant l'exemple du Pakistan, l'auteur propose une modification des stratégies en matière d'éducation dans les pays en développement. Simmons considère que l'éducation peut promouvoir le développement, mais tout dépend de la définition que l'on donne du développement. Il cite comme types de problèmes que l'on rencontre dans l'éducation: l'inefficacité constatée dans les écoles, l'inadaptation des écoles aux besoins de la société, et les injustices dans la répartition des possibilités d'accès à l'éducation. Pour améliorer la situation, il insiste sur l'importance de l'enseignement parascolaire dans les pays pauvres et propose l'expérience du Pakistan pour aider d'autres pays.

Descriptors: social change; underdevelopment; socially disadvantaged; basic education; democratization of education; non-formal education.

64. TAN, Kim Huon
Role of the universities in development planning: the Khmer Republic Case.
Singapore, Regional Institute of Higher Education and Development, 1974. 51p.

The author discusses the role of the university in development planning in terms of historical background, development objectives and strategy, major problem areas, and recommendations for the future. The coordination of higher education planning with national economic planning, a survey of university resources, types of contributionsthe university could make to development planning, and problems preventing a closer cooperation between the universities and the government are also discussed. Statistical appendices on primary and secondary education, student enrolment in national universities, population by ages and sexes in Cambodia are included.

Descriptors: social change; role of education; national development; higher education; educational planning; educational goals.

65. THOMPSON, Kenneth W.; FOSEL, Barbara R.; DANNER, Helen E.
Higher education and social change: promising experiments in developing countries. Vol. 2: case studies.
New York, Praeger, 1977. 564 p.

This second volume published in cooperation with the International Council for Educational Development represents the combined efforts of forty developing country educators and three members of the ICED. The case studies and special studies concern Africa, Asia, and Latin America and include reports on bilingualism in Cameroon, the public service role of the university in Ethiopia, the agricultural and educational role of the university in Nigeria, national culture and university development in Malaysia, the university and rural development in India and Indonesia, transferal of technology in Peru, the university and education in rural areas in Colombia, and the role of African universities in overall educational development.

Descriptors: role of education; higher education; social change; development policy; technology transfer; bilingualism; cultural identity.

b) Education for Social Change

66. BUTTS, R. Freeman
Once again the question for liberal public education: whose twilight?
In: Phi Delta Kappan (Bloomington, Indiana), vol. 58, no. 1, September 1976, p. 4-14.

Philosopher-historian Butts discusses whether schools can build a new social order on the historic liberal goals of freedom, equality, justice, and community. He cites the social and philosophical questions which liberal educator George Counts raised in the 1930's concerning progressive education and social change. Regretting the conservative trend in American education today, Butts stresses the contribution education can make to changing society and to affirming egalitarian values. Among other things, he calls for civic education to protect the rights of all persons and to aid in the development of a commitment to action. In brief, he emphasizes that American education has a political role to perform in achieving historic ideals of political community.

Descriptors: role of education; social change; changing society; social values.

67. CARNOY, Martin
Can educational policy equalize income distribution?
In: Prospects, quarterly review of education (Paris, Unesco),
vol. VIII, no. 1, 1978, p. 3-18.

The author discusses the complex problem of the role of education in the redistribution of income. Considering previous theories of income distribution inadequate, he outlines alternative ones for the future. Empirical studies of the influence of education on income distribution in Mexico, Brazil, and Peru as well as implications of these studies are discussed.

Descriptors: social change; economic growth; changing society; socially disadvantaged; labour market; democratization of education.

68. DENMARK - CENTRAL COUNCIL OF EDUCATION, MINISTRY OF EDUCATION
U 90 - Danish educational planning and policy in a social context at the end of the twentieth century.
Copenhagen, J.H. Schultz, 1978. 365 p.

The title of this report, U 90, is an abbreviation of the Danish word for "education" - uddannelse - and the time-period with which the report is concerned, the period up to 1990. This volume contains information on education and its role in society, the present educational system in Denmark, recent educational trends, ideas for a future society, democratization processes, education and development, equality-oriented educational policies, education and employment, and social aims and intentions of educational policies of the 1990's. Also included is a section on minority statements from trade unions, students, and individuals disagreeing with the majority statement of the report.

Descriptors: role of education; social change; education and employment; democratization of education; educational goals; educational aims; educational policy.

69. ERIKSON, Scott W.
Education and the creation of the future.
In: World Future Society Bulletin (Washington),
vol. XII, no. 1, January-February 1978, p. 1-5.

The author maintains that introducing future studies into a school curriculum can be a step toward changing the world as well as a means of preparing students for a world of change. He discusses the concept of the future in two opposing educational traditions - the conservative, which aims to preserve, and the progressive, which aims to change. By presenting students with alternative future models (which he conceives of in terms of attitudes relating to low, intermediate, and high technology approaches), educators can help students to choose and to form their future.

Descriptors: future society; social change; role of education; futurology.

70. **FREIRE**, Paulo
The adult literacy process as cultural action for freedom.
In: Harvard Educational Review (Cambridge, Mass.),
vol. 40, no. 2, 1970, p. 205-225.

In this well-known article, Freire discusses the concept of literacy as an act knowing. Through literacy a person is able to look critically at his own culture and to reflect and to act on his societal existence. Freire emphasizes that every educational practice implies a concept of man and the world and stresses the importance of the interrelation of aim and process in constructing educational theories and plans. In describing his concept of an adult literacy process, he emphasizes the need for authentic dialogue among teachers and students. For Freire, literacy is a means for democratic action.

Descriptors: social change; literacy; socially disadvantaged; learning methods; educational philosophy; role of education.

71. **GRABOWSKI**, Stanley M. (ed.)
Paulo Freire: a revolutionary dilemma for the adult educator.
Syracuse, N.Y., Syracuse University Publications in Continuing Education and Eric Clearinghouse on Adult Education, 1972. 136 p.

This volume focusing on Paulo Freire's concept of literacy for social action contains articles on adult education for transiting, the implications of Freire's theories for American adult education, utopian perspectives on literacy education for revolution, sociological problems of education, and new possibilities for adult educators. Also included is an annotated bibliography containing works by Freire, published and unpublished works on Freire, and some reviews of Freire's works.

Descriptors: role of education; social change; literacy; socially disadvantaged; learning methods; educational philosophy; democratization of education.

72. **HAKE**, Barry J.
Education and social emancipation: some implications for general secondary education towards the year 2000.
(Plan Europe 2000 - Project 1. Educating man for the 21st Century, vol. 2; European Cultural Foundation)
The Hague, Nijhoff, 1975. 115 p., bibl.

This study published under the auspices of the European Cultural Foundation discusses the social context of educational policies at the secondary level, proposes new educational strategies to achieve social goals, examines major trends in innovations in learning systems, stresses the need for changes in secondary education in the future, and suggests alternatives for the future. Major suggestions are the synthesis of formal and informal education as a basic educational policy and the need for recurrent education for lifelong learning.

Descriptors: social change; changing society; social factors; democratization of education; educational goals.

73. **LA BELLE, Thomas J.**
Nonformal education and social change in Latin America.
Los Angeles, California, UCLA Latin American Center Publications, University of California, 1976. 219 p.

La Belle's study provides a comprehensive review of out-of-school education in Latin America during the last fifty years. It concerns policies, theories, and strategies which were created and applied in Latin American countries with the purpose of effecting social change among socio-economically poor adults and youth. The last two-thirds of the book are future oriented as La Belle discusses non-formal alternatives in formal education, strategies for non-formal education and micro-social change, adult literacy and basic education (including liberation and counsciousness raising), and community development and organization.

Descriptors: non-formal education; social change; changing society; socially disadvantaged; role of education; literacy; community development; basic education; adult education; educational goals; educational policy.

74. **LA BELLE Thomas (ed.)**
Educational alternatives in Latin America: social change and social stratification.
Los Angeles, California, UCLA Latin American Center Publications, University of California, 1975. 490 p.

This volume of articles is the result of a research project on non-formal education in Latin America sponsored by the Latin American Center of the University of California, Los Angeles, under the auspices of the US Foreign Assistance Act. Its aim is to construct a framework to assess the role and function of non-formal education in the context of social change and social stratification. Articles included are "Nonformal education and Colombian agrarian reform", "Adult education in Northeast Brazil: does literacy training make people more modern?", "The impact of three alternative environments on the transmission of information to adults", "Nonformal education and the labor force in Port of Spain, Trinidad", "Learning for politics: experience and political commitment", and "Educational ideology in Venezuela: a counterforce to innovation".

Descriptors: social change; non-formal education; underdevelopment; national development; literacy; labour force; technological change; economic growth; adult education; vocational education; communication development.

75. **MILLER, Lewis**
Alternative futures and the role of the media.
Toronto, Ontario Educational Communications Authority, 1975. 39 p.

This report results from the second workshop of the Ontario Educational Communications Authority on the role of the media in education. The purpose of the workshop was to provide material and situations which would aid people to gain more control over their own lives. Considering that the global socio-ecological system is in a state of crisis, the OECA maintains that the media must respond to urgent challenges from the future. Included are contributions from leading futurists on how the media can help to educate individuals for meeting the very serious problems of the future.

Descriptors: mass media; educational philosophy; future society.

76. **PORTER, Arthur T.**
Workshop on the transition to a conserver society: the role of the media.
Toronto, Ontario Educational Communications Authority, 1974. 30 p.

This report discusses workshop objectives, study group reports, articles and papers referred to by participants, and suggestions for the future. Concerned with the problems of energy, environmental pollution, and economic and technological growth, the OECA organized a workshop in order to examine the problems at hand and to recommend educational materials to aid in the transition from a consumer to a conserver society. The study group reports discuss the role of the media in educating various audiences in the necessary changes for the future. Methods for the media are described and guidelines are suggested.

Descriptors: mass education; mass media; future society.

77. **ROMERO BREST, Gilda L. de**
Catastrophe or new society? A challenge to lifelong education.
In: Prospects,quarterly review of education (Paris, Unesco),
vol. VII, no. 1, 1977, p. 44-55.

The author stresses that the aim of lifelong education is not to learn in order to live or survive but "to live and learn in order to change, to be capable of initiating changes".She argues that lifelong education is an integral part of a new society and upholds the views on education proposed by the Latin American world model (prepared by the Bariloche Foundation and published under the title Catastrofe o nueva sociedad ?) According to the authors of this model, problems of the modern world are socio-political,not physical,and are due to the unequal distribution of power and wealth. Asserting that education is a continuing basic need for the individual and for society, they consider it the only means for creating a just and egalitarian society.

Descriptors: role of education; social change; changing society; lifelong education.

78. **SAUNDERS, Fay E.**
Sex roles and the school.
In: Prospects, quarterly review of education (Paris, Unesco),
vol. V, no. 3, 1975, p. 362-371.

This article is part of a collection on education and womankind, gathered especially for the International Women's Year. The author suggests that schools provide experiences that will open the eyes of the child with regard to the sex-role stereotypes society holds. Although teachers disagree on whether the school should try to change the child's ideas, they agree that the child should be conscious of his own and other people's presuppositions on men and women and be aware of the reasons for, and consequences of, these presuppositions. The article describes ways to achieve this new consciousness: curriculum changes; the role of the teacher, and textbooks and the image of women. It is stressed that the struggle for women's rights is only one aspect of the continuing struggle for human rights and that women in the classroom should be treated precisely the way every human being should be treated - no more, no less.

Descriptors: changing society; women; role of education; future.

79. **SMITH, William A.**
The meaning of "conscientizacao": the goal of Paulo Freire's pedagogy.
Amherst, Mass., Center for International Education,
University of Massachusetts, 1976. 155 p.,bibl.

This work discusses the consciousness-raising theories of Brazilian adult-educator and political organizer Paulo Freire. To simplify Freire's theories, Smith offers a description and an explanation of the various stages of conscientizacao. He insists on the necessity of understanding the motivation of Freire's literacy training - literacy being the means to help the poor understand their socio-political situation and a catalyst for democratic action. As well as describing two case studies in conscientizacao, the author provides a method of measuringand applying Freire's ideas to daily situations.

Descriptors: social change; literacy; socially disadvantaged; changing society.

B. IMPLICATIONS OF SOCIAL CHANGE FOR EDUCATION

80. **ACKOFF, Russell L.**
Redesigning the future: a systems approach to societal problems.
New York, John Wiley & Sons, 1974. 260 p.

The author examines some of the more important crises confronting society and offers several suggestions for their solutions. In general, he discusses the crisis in values in Western society, the dehumanization created by advances in technology, the environmental situation, and the problem of economic growth. In the chapter on education, Ackoff suggests basic reforms in education so that education may meet the challenges of the future. Maintaining that the world is in the midst of an educational crisis, he proposes a teleological system of education which allows that choice be maximized both in what is learned and in how it is learned. An educational system that provides service over a lifetime in order to maintain competence in a world of rapid change is also suggested.

Descriptors: social change; economic change; educational development; environment; cybernetics.

81. **BELL, Daniel**
The coming of post-industrial society: a venture in social forecasting.
New York, Basic Books, Inc., 1973. 507 p.

The author maintains that in the next thirty to fifty years a "post-industrial" society will emerge, creating a change in the social structure, and emphasizes that the consequences of this change will vary in societies with different political and cultural configurations. Referring especially to the United States but maintaining that his theories are valid for all industrial societies, Bell discusses theories of social development, the changing shape of the economy, the dimensions of knowledge and technology in the new class structure, and social choice and social planning. In the chapters on knowledge and technology and on agendas for the future, the future of education is considered. Such topics as democratization of education, educational aspirations, education and employment, learning vs. schooling, and deschooling are discussed in light of the new society.

Descriptors : social change; changing society; forecasting; educational forecasting; educational aspirations; democratization of education; education and employment; educational development; future; future society.

82. **BODART, Nicolas**
Development - a constraint or a framework for education ?
In: Prospects, quarterly review of education (Paris, Unesco),
vol. IV, no. 4, Winter 1974, p. 489-493.

The author discusses both the positive and negative effects of development on education and raises the problem of whether a "learning society" can develop in situations where resources are mostly used to improve material well-being. He views development as a constraint on education since education must serve the economy by producing qualified manpower and as a framework for education since education benefits from the growth and distribution of the resources of other sectors of the economy. Maintaining that development can serve to disseminate education, Bodart examines various conditions which could arise.

Descriptors: social change; role of education; economic growth; national development; employment; democratization of education.

83. **BOWMAN, Jim; KIERSTEAD, Fred; DEDE Chris; PULLIAM John**
The far side of the future: social problems and educational reconstruction.
Houston, Texas, Educational Futures, 1979. 154 p.

The authors of this useful volume discuss the social, political, and economic problems which affect educational change and offer several preconditions which must be met in order to achieve educational reform. In the course of their research, they have attempted to find a basis for transforming global education and for raising education to the level it deserves in the debates about global issues. Maintaining that educators today have more influence and responsibility for humanity's well-being than before, they also discuss the implications education can and should have on society.

Descriptors: social change; economic change; educational development; role of education; changing society.

84. **BUNDY, Robert, F.**
Social visions and educational futures.
In: Phi Delta Kappan (Bloomington, Indiana), vol. 58, no. 1,
September 1976, p. 84-90.

The author presents two incompatible images of the future in the West - the super-industrial society and the post-industrial society - and maintains that each requires a different kind of educated person. Relating this problem to American education, he discusses the moral choice which educators must face in deciding which image should dominate the renewal of education. Bundy's article is quite philosophic and discusses concepts of the educated man in modern culture. Favoring the image of the post-industrial society, he states that education could become a means to help people discover their own individuality, understand their confluence in the natural world, and live more peaceably with others.

Descriptors: social change; future society; educational development; role of education; cultural change; social values; humanistic education.

85. **GALTUNG**, Johan
Schooling and future society.
In: School Review (Chicago), vol. 83, no. 4 August 1975, p. 533-568.

This thought-provoking article contains a number of suggestions and proposals concerning schooling and future society. The author maintains that the transformation of schools and of education is part of a general social transformation. The article is divided into three sections: 1) a parable entitled "the Ministry of Eating" in which Galtung criticizes Ministries of Education; 2) a critique of schooling in which the social and economic structure are discussed; and 3) an image of alternative education. Galtung recommends a new ideology of human differentiation, abolition of examinations and "vertical sorting", freedom of educational choice, deschooling through deprofessionalization of teaching, and a more flexible time cosmology.

Descriptors: social change; future society; educational development; educational philosophy.

86. **GIELE**, Janet Zollinger
Women and the future: changing sex roles in modern America.
New York, Free Press, 1979. 386 p.

This study on women contains a chapter on education for the future which describes educational adaptation to the new pattern of sex-role differentiation. The author discusses the history of women's educational disadvantage, individual factors in educational attainment, factors in the learning situation affecting women, institutional reforms, and instrumental and expressive values in education. In order to meet the demands of changing sex roles in modern society, Giele suggests two radical possibilities for future educational development: 1) the restructuring of the educational process through admissions, curriculum, and continuing education, and 2) the reorganization of knowledge to put greater emphasis on expressiveness (a traditional "female" quality) in the scientific disciplines and on instrumentalism (a traditional "male" quality) in the humanities and the arts.

Descriptors: social change; changing society; educational development; democratization of education; women.

87. **HARMAN**, Willis W.
"Seis-ing" up the social revolution.
In: Phi Delta Kappan (Bloomington, Indiana), vol. 58, no. 1 September 1976, p. 131-135.

This article describes various problems in education and in society today which will only increase in the future. In schooling, the author cites curriculum, desegregation, economic, and employment problems for which solutions are not readily available. In society, he cites problems of growth, government and social control, and distribution of wealth. Solutions to these problems, Harman maintains, will only be found by changing our basic perceptions and values. During this period of transition, he suggests that schools and learning will inevitably be affected, but that they can also play an important role in preparing society for this change.

Descriptors: social change; changing society; educational development; socio-economic factors; employment; environment; social values.

88. **HUSEN**, Torsten
The school in question: a comparative study of the school and its future in Western societies.
Oxford, Oxford University Press, 1979. 196 p. bibl.

This book, based on a project conducted under the auspices of the Aspen Institute for Humanistic Studies, is a comparative study of the future of institutionalized schooling. The author refers to the general malaise or "crisis" symptoms in educational systems today, relating them to the social environment, and discusses in detail the principle of equality of opportunity and attainment in education, the transition from school to work, and the diminishing opportunities for useful employment of educated persons. Husén discusses the future of education in terms of social changes, changing values among youth, and changing attitudes to education and work. In his opinion, education must concentrate on preparing students for "life", that is, adult responsibilities and the working world.

Descriptors: social values; changing society; transfer from school to work; education and employment.

89. **JANNE**, Henri
The European university in society.
In: Prospects, quarterly review of education (Paris, Unesco), vol. III, no. 4, Winter 1973, p. 482-492.

The author defines the functions of the university in society and discusses the increasing demands placed upon it by continuing advances in technology. To meet the crisis created by these demands, he suggests a more diffuse, open-ended view of the institution both physically and conceptually. The university and permanent education and the university and population structure are also discussed.

Descriptors: role of education; social change; technological change; future society; educational goals.

90. **KING**, Edmund J. (ed.)
Education for uncertainty.
London, Sage, 1979. 250 p.

This volume of articles discusses the political, technological, and social changes which formal education will face in the future and suggests measures in education which should be considered in order to adapt to these changes. The authors discuss historical perspectives of contemporary and future problems, educational ideologies and educational policy, the future of higher education, career preparation, education and development, and a curriculum for uncertainty.

Descriptors: social change; educational development; future; futurology; educational policy; educational goals.

91. **LOURIE**, Sylvain
Education and society: the problems of change.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IV, no. 4, Winter 1974, p. 541-548.

This article on the problems of change concerns educational change and innovation in relation to societal change. The possibilities of educational change are divided into two categories: educational development within a "closed" social system and educational development within an "open" social system. As examples, the author cites possibilities of change within the "closed" systems of most Latin American countries and within the "open" systems of Indonesia, Algeria, and Costa Rica. He concludes the article with suggestions for a new analysis of educational innovation.

Descriptors: social change; educational development; changing societies; national development; democratization of education.

92. ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
Future educational policies in the changing social and economic context.
Paris, OECD, 1979. 174 p. (also in French)

This volume is a report of the OECD Education Committee meeting held in 1978. It focuses on two main themes: 1) education policies in the context of social and economic trends and, 2) relations between education and working life. Part One, dealing with the policy debate, contains basic notes for discussion and comments by the Business and Industry Advisory Committee and by the Trade Union Advisory Committee. Part Two on trends in educational policy in a socio-economic context discusses demographic trends and their effect on education, educational enrolment trends and supply and demand factors, trends in staff resources, trends in educational expenditure, and education and working life. The annex consists of a number of useful statistical tables on enrolments, population, educational achievements, and social background.

Descriptors: social change; economic change; educational policy; educational development; demography; education and employment; transition from school to work.

93. PAULSTON, Rolland G.
Conflicting theories of social and educational change: a typological review.
Pittsburgh, Pa., University Center for International Studies, University of Pittsburgh, 1976. 62 p., bibl.

This paper reviews the literature dealing with theories and models of social and educational change and reforms and discusses their ideological orientations as well as their assumptions concerning educational reform potentials, scope, processes, etc. The framework consists of two basic social change paradigms - 1) equilibrium and 2) conflict - and of six reform theories - 1) evolutionary, 2) structural - functional, 3) Marxian, 4) cultural revitalization, 5) systems, and 6) anarchistic and utopian.

Descriptors: social change; educational development; models; scenarios.

94. SHANE, Harold G.
Curriculum change toward the 21st Century.
Washington, National Education Association, 1977. 184 p.

This report, commissioned by the National Education Association, USA, is comprised of two sections: 1) the results of an international panel of fifty adults and eighty-five young persons and 2) the descriptions of curriculum innovations which are suggested by the panelists' findings. In this report, Shane explores the basic question of how education can prepare people for a changing world. Based on panelist response, he elaborates on major areas of social change that will affect man in the future: rate of change, technology, energy sources, growth, population and hunger, demands for human equity, demands for a new economic order, troubled international waters, economy, changing concepts of work and leisure, problems of governance and threats to freedom, and movement toward a post-extravagant society. Seven goals of education are suggested to provide the best preparation for effective living: health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character.

Descriptors: social change; future society; role of education; educational aims.

95. **SHANE**, Harold G.
The educational significance of the future.
Bloomington, Indiana, Phi Delta Kappa, 1973. 116 p.

The volume is the result of a study prepared for the U.S. Commissioner of Education on the future of education. The author discusses major trends likely to influence society in the future, examines their social and educational consequences, and proposes alternatives for the future of American education. Of special interest is the section on the coming impact of the future in which he discusses predictable educational problems and scenarios for tomorrow's world. The scenarios, discussed in terms of socio-futures, techno-futures, bio-futures, and human futures, are divided into two categories: utopian and dystopian. Shane emphasizes that the future has an impact on education and that, conversely, education has an impact on the future.

Descriptors: social change; future society; futurology; educational development.

96. **TOFFLER**, Alvin (ed.)
Learning for tomorrow: the role of the future in education.
New York, Vintage, 1974. 421 p.

The authors of this collection of articles maintain that educational systems in developed countries are not in harmony with technological and social change and that social reality is transforming itself more rapidly than our educational images of that reality. A strategy, based on the assumption that the future itself can be a powerful organizing concept for change, is presented as a means to narrow this discrepancy. Future-conscious education is proposed as a key to adaptivity in a rapidly changing society. An appendix with future-oriented curricula is included.

Descriptors: future; futurology; future society; social change; technological change; changing society; educational development.

97. **UNESCO**
Meeting of experts on educational institutions and moral education in the light of the demands of contemporary life. Sofia, 24-29 April 1978.
Paris, Unesco, 1978. 21 p. (various pagination)
Final report. ED-78/CONF.631/4.

Moral education is defined as a process by which a society teaches its members standards of correct behaviour. Experts at this meeting decided that the quality of moral education is affected primarily by the following social forces: scientific and technological development, urbanization, rapid population growth, and growing disparity of wealth among nations. The factors determining moral education are described in detail as well as the roles of specific institutions responsible for providing it (family, schools, organized religion, and social and community groups). The role of education systems in moral education is discussed, and measures to improve moral education are suggested. The annexes to the report contain a list of participants at the meeting and a recapitulatory list of problems and objectives.

Descriptors: social change; moral development; role of education.

98. **UNESCO/CENTRE EUROPEEN POUR L'ENSEIGNEMENT SUPERIEUR**
The contribution of higher education in Europe to the development of changing societies.
Bucarest, Unesco:CEPES, 1977. 179 p., bibl.

This report is the result of a round table organized by the European Centre for Higher Education in 1976. The first part contains a summary of discussions and the working document used as a basis for the meeting; the second part, texts of the participants (in English, French or Russian); and the third, a summary of research undertaken by international organizations and documents published by these organizations since 1970. Included in the report are articles on the university of the future, the impact of social change and peaceful coexistence on education, the integration of higher education with societal needs, higher education and the limits of growth, and training graduates as innovators and agents of change.

Descriptors: social change; changing society; educational development; role of education.

99. **VINCENS, Jean**
Quel enseignement pour 1990 ? Quatre scénarios pour un futur proche.
In : Le Monde de l'Education, no.57, janvier 1980.

Cet article propose quatre scénarios pour le futur en tenant compte des changements sociaux et politiques en France. Au départ, l'auteur explique la situation de l'enseignement d'aujourd'hui puis, il discute l'enseignement selon quatre catégories : le changement minimum de la société, le "libéralisme organisé", la crise aggravée et la gauche au pouvoir. Dans chaque catégorie, il explique les implications pour la société et l'économie, les attitudes envers l'éducation, et le développement futur de l'enseignement.

Descriptors: social change; economic change; educational development; educational systems; future.

100. **WEILER, Hans N. (ed.)**
Educational planning and social change: report on an IIEP seminar.
Paris, Unesco:IIEP, 1980. 211 p.

This volume is a synthesis of the major contributions to an international forum sponsored by the International Institute for Educational Planning of Unesco on the past, present, and future of educational planning. By evaluating the relationship between education and social change, the contributors present new directions for educational planning in the coming years. Of particular interest are the sections on employment and new perspectives for educational planning and on social change and the planning of educational development and reform. Included as an appendix is Johan Galtung's article "Schooling and future society" which discusses the future of education within a social context.

Descriptors: social change; educational development; educational planning.

C. EFFECTS OF DEMOGRAPHIC CHANGES ON EDUCATION

101. CARNEGIE COUNCIL ON POLICY STUDIES IN HIGHER EDUCATION (USA)
Three thousand futures: the next twenty years for higher education.
San Francisco, Jossey-Bass, 1980. 155 p., bibl.

This first report of the Carnegie Council on Higher Education discusses prospective enrolments in institutions of higher learning in relation to population changes. It contains an introduction on possible futures for higher education, a summary of past and present trends, and projections and judgments about future enrolments. Implications for students, faculty, and campus life are also discussed. For meeting the problems of the next two decades, the Council suggests courses of action for institutions, states, and the Federal Government.

Descriptors: demography; educational development; educational planning; social change; forecasting.

102. CASSEN, Robert; WOLFSON, Margaret (eds.)
Planning for growing population.
Paris, OECD, 1978. 227 p.

This volume contains two articles specifically related to the effects of demographic changes on education in developing countries. One on demographic constraints and education policies discusses the problem of serving a rapidly growing and predominantly young population. Two possible approaches - the traditional and the rational - and their consequences are described. The second article on policies for educational reform elaborates on the first but adopts an empirical approach to the problems concerned. Tables are included.

Descriptors: demography; social change; educational policy; educational development; educational planning.

103. O'NEILL, C.J.; RAMSAY, P.D.K.
Educational futures: the implications of demographic change for educational policy.
In: New Zealand Journal of Educational Studies (Wellington), vol. 14, no. 2, November 1979, p. 107-123, bibl.

In this article the authors discuss population trends in terms of fertility, migration, and total population growth in New Zealand until the year 2006. Projected pre-school and school-age populations are also cited. The second part of the article deals with implications of demographic changes for education. As the authors predict declining school enrolments for the future, they maintain that there exists the opportunity offered by declining rolls to improve the quality and standard of schooling. Their argument is based on the assumption that education should be viewed as investment and not as consumption. They foresee the possibility of improvement in student-teacher ratio, in open education and individual instruction in-service education, and in transition from school to work.

Descriptors: demography; educational planning; educational development; transition from school to work.

104. . . .
Population dynamics and educational planning: a focus on Asia.
(Reports and studies on educational policy and planning; S.23)
Paris, Unesco, 1974. 124 p.

This report contains a selection of seminar papers prepared for the Regional Seminar of Experts on Population Dynamics and Educational Planning, Bangkok, September 1973. Papers of special interest are "Non-formal education, a possible framework for directing population dynamics", by J. Bengtsson, and "Rural exodus and growth of shanty towns: an Asian educational alternative" by J. Bugnicourt. Tables and charts are included.

Descriptors: demography; national development; educational planning; educational development; non-formal education.

105. REIFF, Hans
Population dynamics, income distribution within the framework of a New Economic Order: a focus on the Arab States.
(Reports and studies on educational policy and planning; S.11)
Paris, Unesco, 1976. 31 p.

This study on demography, educational development, and national development in the Arab States discusses the diversity of socio-economic factors in the region and the need for an interdisciplinary approach to development. It concentrates on population and development patterns and offers some partial solutions to this issue. Employment and education and the interrelationship between education and population are also included in the discussion. The author stresses the importance of a new kind of development strategy and the need for a New International Economic Order. Tables are included with various statistics on population, economic growth, and education.

Descriptors: demography; educational development; national development; social change; economic growth; education and employment; international cooperation.

106. UNESCO
Trends and projection of enrolment by level of education and by age.
Paris, Unesco Office of Statistics, 1977. 170 p., tables.

This report deals with the past and future development of school enrolment in relation to population growth. Based on time-series on enrolment by level of education, age-group, and sex from 1960 to 1977, the report considers the implications should these trends continue as defined by the projection model. The discussion as well as the tables and charts presents information on future disparity in enrolment between less developed regions and more developed regions, on the less developed regions' progress toward universal primary education by 1985, and on the implications for different rates of growth in the school-age population for less developed regions. The trends and projections are given up to the year 2000 for world and regional aggregates and to the year 1985 for developing countries.

Descriptors: demography; educational development; social change; literacy.

107. UNESCO REGIONAL OFFICE FOR EDUCATION IN THE ARAB COUNTRIES
Population dynamics and educational development in Syria - analysis and perspectives. Main report.
Beirut, Unesco Regional Office for Education in the Arab States, 1975. 93 p.

This report is the result of a project undertaken by the Ministry of Education and the Central Bureau of Statistics in Syria and the Unesco Regional Office. It analyzes major trends and problems in population and education including population growth, school enrolment, and education and socio-economic life. The interrelationship of population and education is discussed: population growth and qualitative development - education and life, rural-urban migration and education, education and mortality, and education and fertility. Several strategies are suggested for formal and out-of-school education.

Descriptors: demography; educational development; social change; economic change.

108. UNESCO REGIONAL OFFICE FOR ECUCATION IN THE ARAB STATES
Population, education, development in the Arab countries.
Beirut, Unesco Regional Office for Education in the Arab Countries, 1977, 319 p., bibl.

This volume is the result of a seminar of experts on population, education, and development in the Arab countries in Egypt in February 1976. It is divided into four parts: 1) population dynamics and educational achievements within the context of socio-economic development, 2) demographic and socio-economic characteristics of young rurals and their educational needs, 3) rural-urban migration and its impact on urban population and economy and migrants' educational requirements, and 4) female population in the development process and educational needs for improving their socio-economic situation and reproductive characteristics. Tables and charts are included.

Descriptors: demography; social change; economic growth; educational development; national development; education and employment; educational needs; women; role of education.

109. ZOUAIN, Georges S.
Notes on population dynamics and the spread of education in the Islamic Republic of Mauritania.
In: Educafrica (Dakar, Unesco), vol. 2, no. 2, December 1977, p. 45-66.

This article emphasizes the difficulties of planning a formal educational system in Mauritania because of population dynamics, geographical difficulties, and nomadism. Two growth hypotheses are described with projections up to the year 2000. The implications of the evolution of urban, rural, and nomad populations for school enrolments are discussed with three hypotheses given for the future. Tables and graphs are included.

Descriptors: demography; national development; social change; educational planning; forecasting.

D. DEMOCRATIZATION OF (AND THROUGH) EDUCATION

110. **ANDERSON, C. Arnold**
Equality of opportunity in a pluralistic society: a theoretical framework.
In: International Review of Education (Hamburg, Unesco),
vol. 21, no. 3, 1975, p. 287-300.

The article concerns problems of providing equality of educational opportunity for children of immigrants in North America and in Western Europe. It examines the effects of geographic patterns in immigrants' places of residence on educational opportunities for their children, the modifications of cultural pluralism by the cultural diversity within each immigrant group, and the divergent educational experiences of different minority groups depending upon society's acceptance or rejection of the policy of cultural pluralism.

Descriptors: democratization of education; cultural differentiation; socially disadvantaged; educational policy.

111. **ARORA, Kamla**
Comprehensive access to primary education: an Indian project involving reforms in curriculum development and teacher education.
Paris, Unesco, 1979. 7 p.
(Notes, Comments..., Unesco Unit for Co-operation with UNICEF and World Food Program; N.S.6)

This report discusses causes impeding the development of universal elementary education and strategies to improve access to education for all children. The author states that the main cause of low attendence in schools is the poor economic condition of children who must help their parents earn a livelihood. However, the irrelevance of the curriculum to every day life-situations is also a major factor and is the focus of this report. Arora proposes part-time as well as full-time schooling which provides for a convergence of formal and non-formal education. The content of the curriculum is to be drawn from real life situations and coordinated with the social, economic, and cultural development of the community. Emphasis is on learners from the disadvantaged population, girls, and learners from backward classes in particular.

Descriptors: democratization of education; socio-economic factors; non-formal education; rural development.

112. **BOUDON, Raymond**
Education opportunity, and social inequality: changing prospects in Western society.
New York, Wiley & Sons, 1974. 220 p., bibl.

This book by a leading French sociological theorist and methodologist discusses why more education and more industrialization do not necessarily mean more equality of opportunity or of result. Boudon is concerned with two major topics: inequality of educational opportunity and mechanisms of social mobility or immobility. His basic assumption is that unequal opportunity and social mobility have similar causes in all Western countries regardless of the point of development of these countries in the common process. Boudon's conclusion is that increased educational opportunity has not and will not reduce to any considerable extent inequalities among individuals which result from social background. Citing findings of empirical research, he discusses basic mechanisms generating inequality of educational opportunity, the future of educational opportunity, and the construction of a theory of inequality of social opportunity.

Descriptors: democratization of education; socio-economic factors; social change; models

113. BOULDING, Kenneth E.
Publicly supported, universally available education and equality.
In: Phi Delta Kappan (Bloomington, Indiana), vol. 55, no. 1,
September 1976, p. 36-41.

Challenging the notion that publicly supported universally available education is sufficient to produce socio-economic equality, the author examines the underlying social problems which perpetuate inequality. He considers family inheritance - financial, cultural, and social - to be the major factor preventing equality and offers several suggestions for mitigating this influence. These suggestions call for changes within society and within the educational system.

Descriptors: democratization of education; socio-economic factors; social change; educational policy; educational development.

114. BYRNE, Eileen M. (Dr.)
Technical and vocational education for women - the way ahead.
Paris, Unesco, 1980. 103 p. bibl.
ED/80/CONF.401/COL.3.

This paper, presented at the International Congress on the Situation of Women in Technical and Vocational Education, held in Bonn, 1980, focuses on the position of girls and women in technical and vocational education, their problems of educational access and opportunity, and on measures to improve knowledge, skills, and access of women to a wider range of vocational outlets. Some themes dealing with equality between the sexes are discussed, and conditions in specific countries are cited as illustrative examples of widespread or typical problems. Two annexes are included: 1) statistical data on educational enrolments and female illiteracy rates, and 2) discussion of women, the work ethic, and the dual home/work role.

Descriptors: democratization of education; vocational education; women; education and employment; literacy.

115. CARELLI, M. Dino; MORRIS, John G.
Equality of opportunity reconsidered: values in education for tomorrow.
Lisse, Swets & Zeitlinger, 1979. 232 p.

This collection of articles results from the Third Colloquy for Directors of Research Institutions in Education, held in Hamburg, 1978, and jointly organized by the Unesco Institute for Education and the Council for Cultural Co-operation of the Council of Europe. The scope of educationally underprivileged groups considered is broad, as seminar participants regard education as a lifelong process and success in life rather than mere access to schooling as an educational goal. Six major areas are discussed: 1) the value aspect of equal opportunity, 2) comprehensive education as an alternative system, 3) evaluation of learning within the context of equal opportunity, 4) compensating individual differences as a means for ensuring equal opportunity, 5) school adaptation to community needs and its impact on equal opportunity, and 6) professional and vocational differentiation within the perspective of equal opportunity.

Descriptors: democratization of education; educational goals; socially disadvantaged; education and employment.

116. **CARNEGIE COMMISSION ON HIGHER EDUCATION**
Opportunities for women in higher education: their current participation, prospects for the future, and recommendations for action.
New York, McGraw-Hill, 1973. 282 p.

This report with recommendations by the Carnegie Commission is concerned with women in higher education as undergraduates, graduate and professional students, and faculty members and academic administrators. It discusses sex differences in enrolment rates, socio-economic background of female students, career aspirations, women's colleges and women's studies, affirmative action, continuing education for women, and the problem of child care. Statistics are given for present conditions, and recommendations and prospects for the future are discussed in detail.

Descriptors: democratization of education; women; higher education; socially disadvantaged; education and employment.

117. . . .
L'Ecole à la conquête de l'égalité.
In: Direct (Paris), no. 10, 1978 (whole issue)

Ce bulletin mensuel sur l'utilisation de la technologie en éducation traite de l'enseignement primaire en France. Les principaux thèmes concernent les problèmes suivants: maîtriser les inégalités mais libérer les plus doués; le traitement des inadaptés; assurer à tous les enfants une éducation équitable; et, école parallèle et enseignement formel: les conditions nécessaires au développement parallèle des médias et de l'enseignement. L'importance des émissions télévisuelles québécoises, américaines et françaises pour l'éducation des enfants et pour l'égalité des chances est étudiée.

Descriptors: democratization of education; primary education; educational development; educational technology.

118. . . .
Educational opportunity for girls and women: a review of problems and some suggestions for action.
Paris, Unesco, 1979. 20 p.
(Notes, Comments ..., Unesco Unit for Cooperation with UNICEF and WFP, N.S. 18)

This report is a summary of discussions of a Consultative Panel Meeting of Unesco held in Bangkok, Thailand, in 1979. It discusses factors and obstacles affecting equal access to educational opportunity for girls and women and suggests programmes and alternative approaches to democratize education. In developing countries factors such as economic pressures, social, religious, and cultural patterns, relevance of curricula, and unsatisfactory school conditions are considered to be responsible for denying opportunities to girls and women. Among the recommendations are relevant legislation assuring equality of sexes within the traditional educational system and the need for non-formal and vocational education.

Descriptors: democratization of education; women; socio-economic factors; customs and traditions; education and employment; socially disadvantaged.

119. . . .
Elements for a dossier: democratizing higher education.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IX, no. 1, 1979, p. 41-104.

Of particular interest in this collection of articles are "Educational needs and the philosophy of democratization in higher education in Yugoslavia", by Nikša Nikola Soljan; "The problem of democratizing higher education in Latin America", by Carlos Tünnermann Bernheim; and "Will lifelong education democratize universities?", by Hervé Carrier. Soljan discusses democratization of education in the context of overall changes in society and education and stresses social aspects of democratization at the expense of narrower educational ones; Bernheim also states that educational equity depends on broader social policies, not only on the educational system itself, and describes the responsibilities of universities in promoting democratization; and Carrier discusses social objectives assigned to lifelong education and challenges which universities will face in the future in their attempts to maintain a balance between democratization and traditional intellectual values.

Descriptors: democratization of education; educational goals; lifelong education; higher education

120. HAUSER, Robert M.; FEATHERMAN, David L.
Equality of schooling: trends and prospects.
In: Sociology of Education (New York), vol. 49, no. 2, April 1976, p. 99-120.

This essay treats inequality in access to schooling in America in a demographic perspective. The authors emphasize that distribution of schooling is generated by the changing distribution of populations across social categories. Discussed are indicators and data of equality of schooling, cohort and generational shifts in schooling, social background in schooling, changing effects of social background, schooling and minority status, and global effects of families. Tables of educational attainment of various levels of society are included. Predictions and forecasts are given for the next twenty years.

Descriptors: democratization of education; demography; social change; forecasting.

121. HOWE, Florence (ed.)
Women and the power to change.
New York, McGraw-Hill, 1975. 182 p., bibl.

This volume of essays sponsored by the Carnegie Commission on Higher Education focuses on women students and faculty members in higher education. Considering that the university does not meet the needs of women in contemporary and future society, the authors of these essays, all female academics, recommend courses of action for ensuring equal access to education and equal opportunity to succeed for all women. One author recommends revisions in curriculum and several institutional reforms, chiefly university-supported child-care and arrangements for part-time study and work. Another emphasizes the importance of women's studies as an educational strategy for change. Although a good portion of this volume is concerned with the role of the female academic within the university, its contents are, nonetheless, indicative of the present and future impact of the women's movement on higher education and of the education of women in society in North America in general.

Descriptors: democratization of education; women; educational demand; higher education; social change; changing society.

122. MIALARET, Gaston (ed.)
The child's right to education.
Paris, Unesco, 1979. 258 p.

This collection of essays was undertaken as a contribution to the preparation and implementation of the objectives of the International Year of the Child, proclaimed by the United Nations in 1979. It is divided into three major areas: discussions of the right to education, exercising the right to education, and promoting the right to education. Specific topics discussed are ethical aspects of the child's right to education; the impact of the economic, social, and family context; the effects of hunger and malnutrition; discrimination between the sexes in access to education; racism and education; the mother tongue and the teaching language; out-of-school education; relations between school and work; democratization and renovation; and international cooperation.

Descriptors: democratization of education; social change; educational goals; educational policy; cultural values; basic education; literacy; non-formal education; education and employment; international cooperation.

123. NAUTIYAL, K.C.; SHARMA, Y.D.
Equalisation of educational opportunities for scheduled castes and scheduled tribes.
New Delhi, National Council of Educational Research and Training, 1979. 68 p., bibl.

This monograph reveals the disparities in school enrolment and in educational opportunity between communities of Scheduled Castes and Scheduled Tribes and other communities in India. The first half discusses population distribution, literacy and enrolment, and educational equality in primary and secondary schools; the second half, prospects and strategies for the equalisation of educational opportunities. The authors maintain that in order to achieve the goal of equality of education efforts must be made to understand the educational needs and socio-economic and cultural environment of these groups. Included are tables of enrolment and literacy rates.

Descriptors: democratization of education; socio-economic factors; educational planning.

124. PIKE, Robert M.
Equality of educational opportunity: dilemmas and policy options.
In: Interchange (Toronto), vol. 9, no. 2, 1978/79, p. 30-39.

The author examines educational policies leading to educational equality in Canada and in the USA and the sociological explanations leading to these policies. He extends his discussion of educational equality for young people to the need for lifelong education. According to Pike, the right to equality of educational opportunity should be a recurrent principle so that the individual may compensate for lost opportunities. Within this framework of lifelong education, individuals have increasing opportunities in what becomes an open-ended educational system.

Descriptors: democratization of education; socio-economic factors; educational policy; lifelong education.

125. UNESCO
Education in Asia and Oceania: a challenge for the 1980's.
(Educational studies and documents; no. 38)
Paris, Unesco, 1980. 63 p.

This report discusses recent trends in educational development and major educational policy issues for the 1980's. Considerable attention is paid to the right to education and to equalizing access to education. Broader access to education is seen as a means to promote economic productivity, social cohesion and mobility, and a sense of cultural identity. Topics discussed are formal and non-formal education, mass education, pre-school and compensatory education, and higher education. Strategies for the future are examined.

Descriptors: democratization of education; educational development; national development; education and employment; international cooperation.

126. UNESCO
Final report of the Asian regional seminar on access of girls to primary education.
Paris, Unesco, 1978. 370 p. (various pagination)
ED-78/CONF.712/COL.4.

This final report of a seminar organized by Unesco with the cooperation of the Institute of Education of the Tribhuvan University, Nepal, and held in Nepal, 1978, discusses the status of girls in primary education in some countries in the Asian region, major problems and obstacles for achieving equal access to education, and prospects and proposals for the future. It focuses on an experimental project concentrating on equal access now in operation in Pokhara District, Nepal. New approaches and innovations in other Asian countries to promote equal access to education for girls are also described.

Descriptors: democratization of education; primary education; women; educational development.

E. EDUCATION IN RELATION TO CULTURE

127. ALCOCK, Antony E.; TAYLOR, Brian K.; WELTON, John M. (eds.)
The future of cultural minorities.
London, Macmillan, 1979. 221 p. bibl.

The purpose of this volume is to contribute to the development of a general theory on the future of cultural minorities. Articles of particular interest concern the precent position and viability of minority languages, comparative perspectives on the education of cultural minorities, the mass media and minority cultures, and economic support for minority languages. Specific problems examined which relate to education are minority and majority group attitudes toward education, policies for teaching religion, policies for language of instruction, and possible effects of education on minority groups. Regions considered are Europe, Africa and Asia.

Descriptors: cultural identity; language of instruction; socio-economic factors; democratization of education; future.

128. BRANN, C. (ed.)
Languages of instruction in a multi-cultural setting.
In: International Review of Education (Hamburg, Unesco),
no. 3, 1978. (whole issue).

This collection of articles concerns the linguistic and cultural aspects of the problem of language of instruction in a multi-cultural setting. Of particular interest are articles on education and colonial language policies in Latin America and the Caribbean; cultural and linguistic diversity in Francophonic Africa; languages of instruction in India, China and Lebanon; bilingual education in the United States and Mexico; and the language of instruction of immigrant children in Australia. An annotated bibliography of bibliographies on bilingualism and biculturalism is included.

Descriptors: language of instruction; cultural identity; cultural interaction; role of education; educational development.

129. CONFERENCE OF MINISTERS OF EDUCATION OF AFRICAN MEMBER STATES, Lagos 1976.
Education in Africa: evolution, reforms, prospects.
Paris, Unesco, 1975. 62 p.
ED.76/CONF.206/COL.14; ED.76/MINEDAF/3.

This document, a working paper compiled for a conference on educational development and educational trends in Africa since 1968, discusses problems of educational sociology and stresses the importance of the role of education and the interrelationship of the school and the community in strengthening cultural identity. Also discussed are enrolment ratios, regional cooperation, educational innovations, basic education for development, and educational financing. Tables are included.

Descriptors: educational development; role of education; cultural identity; international cooperation; education and development; basic education; economics of education.

130. DAMIBA, Aimé
Education in Africa in the light of the Lagos Conference, 1976.
(Educational studies and documents; New series, 25)
Paris, Unesco, 1977. 53 p. (Also in French, Arabic)

This monograph stresses the importance of educational reform and of democratization of education in Africa to meet the needs of development and cultural revival. The author discusses how higher education, in particular, has and can continue to meet the needs of national development, cultural identity, and changing international economic relations. The interactions between education and employment and between education and development are described, and basic and mass education is discussed. Educational statistics as well as the Declaration of the Lagos Conference are included.

Descriptors: educational develoment; democratization of education; cultural identity; higher education; national development.

131. . . .
Intergovernmental conference on cultural policies in Africa. Accra, 1975.
Paris, Unesco, 1975. 84 p., bibl. (various pagination) (Also in French)
SHC/AFRICACULT/3; SHC.75/CONF.201/COL.4.

This paper results from a conference organized by Unesco with the co-operation of the OAU. It focuses on the need for cultural identity and for the preservation of the diversity of cultures and the cultural heritage, on the relation of cultural activity to communication policy and the mass media, and on cultural development as a factor in social change and national development. A chapter on culture and education considers the role of education in relation to cultural education and art education. The interrelation between education and culture is discussed as a socializing factor which integrates individuals and groups into society.

Descriptors: cultural identity; cultural differentiation; social change; national development; role of education.

132. KAMIAN, Bakari
Education and culture in Africa: a contribution to the revision of the Addis Ababa targets.
In: Prospects, quarterly review of education (Paris, Unesco), vol. IV, no. 3, p. 415-424.

The author discusses the educational and cultural crisis in Africa created, in part, by scientific and technological modernization. The essence of the crisis, he maintains, is a contradiction between the alien values working through the educational systems and technological apriorities of developed countries and the values of African civilization as a whole. Discussed are weaknesses of conventional systems of education in Africa, traditional education, and colonial education. Suggestions and needs for contemporary and future "national" education are given: the inclusion of cultural changes among the African people, the preparation for economic and social life, a means to transmit to future generations permanent values, respect for the natural environment, and the satisfaction of vital needs. Of particular importance is the need for the new education to establish "new roots", a combination of past and present, as a return to the past is impossible.

Descriptors: cultural identity; cultural values; dissemination of culture; educational development; changing society.

133. MAZRUI, Ali A.
Educational techniques and problems of identity in plural societies.
In: International Social Science Journal (Paris, Unesco), vol. XXIV, no. 1, p. 149-165.

The author discusses educational needs in plural societies and suggests new values for education described as the "three T's of training in nationhood" - tolerance, toil, and team-work - which would be supplementary to the three traditional R's of basic education - reading, writing, and arithmetic. Educational techniques, he emphasizes, must be coordinated with the precise stage of ethnic relations achieved in a society. In discussing both the United States and Africa, he stresses the need for blacks to overcome their feelings of dependency on whites in America and on former colonizers or Western values in Africa.

Descriptors: role of education; cultural identity; changing society; educational development.

134. MASRUI, Ali A., in association with KIPKORIR, B.E. and SUDARKASA, Niara
Educational dependency and the New International Cultural Order: the African university as a case study.
In: The future of education and the education of the future.
Paris, IIEP, 1980, p. 65-107.

This article concerns dependency on Western models within the African university structure and within society as a whole. The authors discuss the functions of culture, types of dependency, the impact of World War II on African dependency, and the university and borrowed languages. As universities have served as instruments of development in Africa, the necessary changes within the development process as well as within the university system are described. The nine-page appendix to the article "Towards decolonizing the African university," discusses three major strategies for development for Africa : the domestication of modernity, which would relate development to local cultural and economic needs; the diversification of the cultural content of modernity, in which the foreign reference-group for an African institution becomes not only the West but other non-African civilizations as well; and the counter-penetration of Western civilization itself.

Descriptors: cultural values; cultural aims; education and development; development policy; future.

135. M'BOW, Amadou-Mahtar; FAURE Edgar
Reconciling knowledge and know-how: a key concept for a new approach to education.
In: Learning and working.
Paris, Unesco, 1979, p. 17-27.

This introduction to the first "Prospects Report" consists of extracts from a discussion between two specialists of world problems in education. One of their major conclusions is the importance of ensuring that people are rooted in their origins, particularly in cultural and linguistic terms. They discuss the particular question of education in Africa and refer to a new pedagogy which would be rooted in the realities of Africa and seek to use African languages. The role of education in the development process is also discussed.

Descriptors: cultural aims; cultural identity; language of instruction; education and development; educational development; education and employment.

136. MOUMOUNI, Abdou
The return to national languages and cultures.
In: Prospects, quarterly review of education (Paris, Unesco), vol. V, no. 1, 1975, p. 63-70.

This article is concerned with problems of development relating to education in Third World countries, particularly in the twenty-five classified as the poorest. The author discusses the present system of education for development and the future of education in relation to national cultures and languages. He considers the existence of a national identity and the identification of society with the objectives of development as essential elements for development and modernization. In his opinion, this identity cannot be achieved without the development of national languages and cultures.

Descriptors: cultural aims; cultural identity; national development; education and development; language of instruction; dissemination of culture.

137. RAY, Douglas W.
Cultural pluralism and the reorientation of educational policy in Canada.
In: Comparative Education (London), vol. 14, no. 1, March 1978, p.19-22.

Ray suggests that ethnic politics, international influences, and a quest for truth forced Canadian educational policy to lessen its British orientation in order to promote the social education required for a culturally diversified society. Various immigrant groups, Native Canadians (Indians, Innuit, and Metis), and the French-speaking Quebec province have developed a number and a cohesion which make them an important part of Canadian society. The current situation in Canadian education is described and a scenario for the future is presented: existing trends will continue and cultural diversity will increase.

Descriptors: cultural differentiation; language of instruction; cultural identity; educational development; future.

138. TRAN VAN KHE
Music is vulnerable too.
In: Suicide or survival ? The challenge of the Year 200.
Paris, Unesco, 1978, p. 179-183.

Lamenting the decline and extinction of some musical traditions in Africa and in Asia, the author describes causes of this decline and ways to promote musical culture in the future. The major causes of decline are political colonization, which brought with it cultural colonization, and the advance of technology. To encourage the preservation of musical traditions, the author suggests a reassessment of social and economic factors, the education of the public in music culture, and the fostering of international cultural contracts.

Descriptors: customs and traditions; cultural identity; cultural interaction; educational development.

139. UNESCO
Education and poverty.
(Reports and studies on educational policy and planning; S.20).
Paris, Unesco, 1977. 51 p.

This working document of the Meeting of Senior Officials of the Ministries of Education of the Twenty-five Least Developed Countries, September 1975, suggests that educational policy be established in terms of the interdependence between the educational system and economic and social development. A portion of the report concerns the need to preserve traditional cultures and to reinforce cultural identity. The problems of language and of community structure are discussed, and strategies designed to make the best use of the LDC's cultural wealth are described. Also discussed are the relation between education and employment and an educational assistance programme for educational development.

Descriptors: educational policy; education and development; cultural identity; education and employment; educational development.

140. UNESCO
La mise en valeur du patrimoine culturel et artistique national comme moyen educatif.
Paris, Unesco, 1980. 46 p., bibl.
ED-79/WS/39.

L'étude est divisée en quatre parties : 1) la problématique de l'identité culturelle dans plusieurs états africains; 2) la situation actuelle de ces sociétés; 3) la situation à l'école; et 4) une politique éducative de l'enseignement, de la culture, et de l'information pour le futur. L'étude révèle certaines difficultés, notamment le problème des langues nationales qui sont des véhicules pour l'affirmation d'une identité culturelle. Le rôle des anciens, les procédés d'apprentissage, l'influence des religions exogènes et les méfaits de la colonisation en Afrique sont étudiés.

Descriptors: cultural identity; dissemination of culture; educational development; cultural values; educational policy.

141. UNESCO
Réunion sur la mise en oeuvre des recommandations de la troisième conférence régionale des ministres de l'éducation et des ministres chargés de la planification économique dans les états arabes.
Rapport final (also in Arabic).
Paris, Unesco, 1977. 32 p., various pagination.
ED-76/CONF.634/COL.17.

Ce rapport final d'une réunion qui s'est tenue au Caire en 1976 traite du développement de l'éducation dans les pays arabes depuis 1970. Une partie du document considère l'enseignement des réfugiés palestiniens et le rôle de l'enseignement dans la sauvegarde de l'identité culturelle et nationale palestinienne. Les participants à cette réunion ont proposé quelques sujets à l'examen de la prochaine conférence des ministres arabes, notamment l'importance d'une éducation pertinente aux enfants du peuple palestinien. Le rapport considère également la démocratisation de l'enseignement, l'amélioration et la rénovation de l'éducation, la coopération régionale arabe, et la coopération internationale.

Descriptors: educational development; democratization of education; cultural identity; role of education; international cooperation.

F. EDUCATION IN RELATION TO EMPLOYMENT

142. ABBOT, William L.
Beating unemployment through education.
In: The Futurist (Washington), vol. XII, no. 4, August 1978, p. 215-221.

The author stresses the need among workers for almost constant retraining in order to survive in the modern labour market and discusses some practices in the USA attempting to satisfy this need. Because of the spread of automation, old jobs are continuing to disappear and new jobs are continuing to develop. As the community college, with its abundance of vocational courses, is serving to retrain displaced workers, the author predicts a rapid growth for this kind of institution in the future. In addition to this means of retraining adults, he advocates the development of the Swedish study circle, a non-formal educational system where small groups of adults meet periodically for joint learning.

Descriptors: education and employment; labour market; labour policy; educational development; vocational education; non-formal education; educational environment.

143. CARNOY, Martin; LEVIN, Henry M.; KING, Kenneth
Education, work and employment - II
Paris, Unesco:IIEP, 1980. 283 p.

This volume originated from the conclusion that an explicit need for a "bank of knowledge" dealing with the relationship between education and employment was necessary. It contains three studies concerning the relationships between the educational system and the production system as manpower user. The first study on segmented labour markets examines the implications for policy-making of recent findings in the USA, Singapore, Brazil, Peru, Mexico and Cameroon. The second discusses the implications of greater democracy and worker participation in the workplace for the educational system and educational planning. And the third contribution deals with the issue of education and self-employment, particularly in African countries.

Descriptors: education and employment; labour markets; educational planning; labour productivity.

144. DAVIS, R.G.; LEWIS, G.M.
Education and employment: a future perspective of needs, policies and programs.
Lexington, Mass., Lexington Books, 1975. 166 p., bibl.

This study examines projected changes in the population and economy of the USA up to 1990 and traces the implications of such changes for employment and educational policies and programs. Chapter 1 discusses recent demographic, economic and educational trends and predicts future developments in work and education; Chapter 2 contains a detailed analysis of this future-oriented perspective. Historical and comparative perspectives are described in Chapter 3; discussions of experiences in the USA, China, India, and Russia are used to illuminate the future perspective, the main concern of the study. In Chapter 4, the programme responses in work-related or career education are traced.

Descriptors: education and employment; demography; economic change; educational development; educational policy; future.

145. HALLAK, Jacques; CAILLODS, Françoise (eds.)
Education, work and employment - I
(Education, training, and access to the labour market)
Paris, Unesco:IIEP, 1980. 320 p.

This volume, results of an investigation undertaken by the International Institute for Educational Planning on the relationship of education to employment, is based on the assumption that present methods followed in the planning of human resources are inadequate and suggests the need for developing new methodological frameworks or adapting the existing ones. The four studies included are concerned with the problem of access to jobs and the role of education and training as criteria for recruitment. They are education, work, and employment in Panama; education and work in Indonesia; education and career patterns in the public service in Kenya; and employment and training in metallurgic industries in the Department of the Bouches du Rhône, France.

Descriptors: education and employment; employment; labour market.

146. **HALLAK, Jacques; VERSLUIS, Jan**
Correspondence between education and the world of work.
(Research report; no. 25) Paris, IIEP, 1978. 46 p.

Attempting to produce a more adequate basis for relating education to the world of work, the authors have developed an algorithm for aggregating categories of jobs in such a way as to produce occupational structures in the closest possible correspondence with educational structures. Four illustrative cases are discussed -Sudan, Singapore, Korea and Thailand; and an agenda for further research is suggested. Tables and graphs are included.

Descriptors: education and employment; labour market; labour policy; forecasting.

147. **JOZEFOWICZ, Adam; KLUCZYNSKI, Jan**
Determinants and options in the development of higher education in Poland.
(Reports and studies in educational policy and planning; C.80)
Paris, Unesco, 1980. 45 p.
ED-80/WS/24.

Three major topics are examined: the socio-demographic determinants of higher education development, higher education development in response to manpower demand, and the coordination of the demand for and the supply of manpower with higher education. Projections are given for the period up to the year 2000. Tables and graphs are included.

Descriptors: education and employment; demography; educational demand; higher education.

148. **ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT**
Education and regional development.
General report. Vol. I.
Paris, OECD, 1979. 91 p.

This report on member countries of the OECD focuses on the function of education at the regional level, especially its relationship to employment and population migration; regional inequalities in education; and problems of planning raised by the regionalization of educational policies. In the section on education and employment, job opportunities, population density, underemployment, education and population movements, and the influence of educational structures are discussed. Statistics are included.

Descriptors: education and employment; education and development; demography; educational planning; democratization of education.

149. **RUMBERGER, Russell W.**
The economic decline of college graduates: fact or fallacy ?
Paris, Unesco:IIEP, 1978. 24 p., bibl.
IIEP/S51/24A.

This working draft, distributed at the Seminar on Higher Education and Employment, held in Paris in 1978, discusses the notion of a college education as a worthwhile investment. The author maintains that relative earnings of college graduates have not declined in recent years but that their absolute position in society has. The problem of over-education in developed countries is stressed as more educated workers displace less educated ones in the same job, thus lowering the social rate of return of the college degree. Tables and charts are included.

Descriptors: education and employment; labour market; forecasting,

150. SANYAL, Bikas C.; PERFECTO, Waldo S.; ARCELO, Adriano, A.
Outlines for the research project "Higher education and the labour market: the Philippines".
Paris, Unesco:IIEP, 1977. 83 p.
IIEP/RP/13-C.S.26A.

This working draft discusses problems of rapid expansion facing the higher education system, problems facing the labour market, the interrelationship between higher education and the labour market, and the establishment of an education/employment information system. The applicability of such a system is examined; data needs, questionnaires, and coding schemes are given.

Descriptors: education and employment; labour market; socio-economic factors; national development; higher education.

151. SCHIEFELBEIN, Ernesto
Education and employment in Latin America.
(Reports and studies in educational policy and planning; S.67)
Paris, Unesco, 1979. 36 p. (various pagination)
ED-79/WS/80.

The author examines the relation of education to occupation and income, analyzes recent trends concerning education and the labour market, and discusses options for the future. The recommendations for the future are divided into three sections: the coordination of education, training, and the needs of the informal sector; the coordination of formal education and employment in the formal sector; and education and training for rural areas. Special attention is paid to non-formal courses as a means of specifying occupational opportunities.

Descriptors: education and employment; labour market; labour productivity; technological change; non-formal education.

152. STROMQVIST, Sture
Some notes on the changing relations between education and employment.
Paris, Unesco:IIEP, 1978. 5p.
IIEP/548/28A.

This paper examines changes in the labour market in industrialized countries and speculates on the effects of these changes on the educational system. The author outlines the following educational needs: a general education and a vocational education, recurrent education, and a work/study programme for adults. The need for compensatory action in favour of disadvantaged groups is stressed.

Descriptors: education and employment; labour market; vocational education; lifelong education; educational planning.

153. **SZENTES, Tamas**
Problems and policies of education and employment in a development strategy focused on distributive justice.
(Reports and studies on educational policy and planning; S.4)
Paris, Unesco, 1977. 29 p.
ED-76/CONF.807/COL.10.

This paper analyzes the problems of employment and education in less developed countries by discussing them in the context of the socio-economic structure and also makes recommendations concerning policy issues. The author discusses unemployment and underemployment, imbalances in population, discrepancies between labour supply and demand, the migrant-labour system, the problem of school leavers, social mobility and equality, and educational reforms. He emphasizes the need of developing countries for national sovereignty over their economic and socio-cultural life.

Descriptors: education and employment; educational policy; national development; demography; democratization of education; cultural identity.

154. **UNESCO**
Education and employment policy and planning issues: synthetic report on the proceedings of the symposium on educational planning, human resources, and employment. Paris, 1976.
(Reports and studies on educational policy and planning; S. 35)
Paris, Unesco, 1977. 36 p. (various pagination), bibl.
ED-77/WS/86.

This report focuses on a planning base for education in relation to employment. It discusses the new educational environment, the new working environment, educational aspects of the New International Order, and new forms of international cooperation. Emphasis is on developing countries, in particular, on education/work relations in underprivileged rural population groups and on innovative, pragmatic solutions to the problem area. Specific topics discussed are appropriate technologies for education, equity in education and employment, community participation, international migration of labour, and new patterns of industrialization.

Descriptors: education and employment; educational planning; education and development; educational environment; labour market; non-formal education; international cooperation.

155. **UNESCO**
European regional meeting on the effects of the economic situation on the access of young people to education, culture and work. Venice, 1977.
Paris, Unesco, 1977. 28 p. (various pagination) (also in French)
SS.77/CONF.609/10.

This final report consists of two parts : a summary of discussions during the meeting and recommendations for the future. Major topics of discussion are unemployment, discrepancies between individual aspirations and employment and between training and employment, possibilities for action, the relationship between education and training, quality of work, cultural values, and the role of non-governmental organizations. Basic conclusions of the meeting are that the situation of the young is related to the social, political, and economic situation and that the discrepancy between society's view of manual labour and of intellectual labour must be narrowed. General and specific recommendations to ensure the right of young people to education, employment, and culture are enumerated.

Descriptors: education and employment; democratization of education; cultural values; educational policy.

156. UNESCO
Manpower development implications of the New International Economic Order: a challenge to African education and training.
Paris, Unesco, 1975. 6 p. (also in French)

This document prepared by the United Nations Economic Commission for Africa, Addis Ababa, was presented at the Conference of Ministers of Education of African Member States, Lagos, 1976. The purpose of this document is to stress the role education should play to enable African countries, individually and collectively, to hold their own in a competitive world economy. The authors maintain that the New International Economic Order offers a challenge to African countries to evaluate the adequacy and relevance of their education and training systems in terms of social and economic development goals. The challenges posed to Africa and the constraints and inadequacies within existing systems are enumerated.

Descriptors: education and employment; education and development; educational development; higher education.

157. UNESCO
Report on the relationship between educational opportunities and employment opportunities for women.
Paris, Unesco, 1975. 144 p. (also in French).

This study undertaken by Unesco and the International Labour Organization discusses education, training, and employment opportunities for women in Argentina, Lebanon, Ivory Coast, Sierra Leone, and Sri Lanka. The general framework for the five individual studies, the material for which was prepared by National Commissions, consists of the following categories : 1) the general situation of women, population and legal status; 2) women in employment - the legal basis, the educational variable, and future trends; 3) women in education - formal and non-formal education, technical and vocational studies, forecasts concerning the further development of technical and vocational education; and 4) prospects and strategies for the future.

Descriptors: education and employment; democratization of education; women; labour market; vocational education; non-formal education; demography.

158. WIRTZ, Willard
Education/work policy: a new imperative, a new prospect.
In: Phi Delta Kappan (Bloomington, Indiana), vol. 58, no. 1, September 1976, p. 126-131.

This article, written by the former U.S. Secretary of Labour, discusses the increasing gap between the developments of education and of work.

Maintaining that the Western idea of growth will have to be redefined, the author stresses that education, and career education in particular, must be conceived of in broader terms. According to Wirtz, an education/work policy must have as its purpose the preparation of individuals for life, of which work is only one part. He discusses lifelong and continuing education, the transition from school to work, and work-study and cooperative education.

Descriptors: education and employment; transition from school to work; lifelong education; social change; economic change; changing society; educational development.

G. EDUCATION IN RELATION TO SCIENCE AND TECHNOLOGY

159. BATTRO, Antonio M.
Vision sociale et projet scientifique: la contribution de la psychologie de la connaissance.
Paris, Unesco, 1979. 5 p.
SS.79/CONF.613/14; SS.79/CONF.613/COL.3.

Ce papier a été présenté à la réunion d'experts sur "l'examen philosophique des conditions du développement endogène de la science et de la technologie", Katmandou, Népal, 1979. L'auteur étudie le problème des conditions sociales d'un projet scientifique du point de vue de la psychologie génétique contemporaine. Pour lui, le problème de la programmation scientifique est tributaire d'une délimitation correcte des éléments endogènes et exogènes dans l'acquisition de nouvelles connaissances. Il explique quelques méthodes pour exploiter cette capacité endogène propre aux savants et aux enfants dans les pays en voie de développement.

Descriptors: scientific development; cognition; educational development.

160. DEDE, Christopher J.
Educational technology: the next ten years.
In: World Future Society Bulletin (Washington), vol. XIII, no. 6, November-December 1979, p. 1-8.

This article deals with possibilities for adapting modern communications technologies to the needs of education. The author stresses that major efforts must be made to ensure that these technologies are employed effectively and not simply offered as a substitute for human instructors in learning situations. Methods discussed are home television, instructional calculators, home terminals for large computers, videodiscs and personal computers, electronic communication, and information processing. Long-term effects and trends are also discussed.

Descriptors: technology; scientific development; educational development; social change; forecasting.

161. DICKINSON, H.
The transfer of knowledge and the adoption of technologies.
In: Congdon, R.J. Lectures on socially appropriate technology, p. 214-235. Eindhoven, Netherlands, Technische Hogeschool, 1975. 235 p.

The author stresses that technologists must not lose sight of the human quality that is the purpose of their work. Emphasizing the social aspect of development, he describes experiments on social organization in the Chinese countryside and in communes. He discusses developments in other parts of the world relating to the Chinese experience.

Descriptors: technology transfer; development policy; social and economic development; vocational education.

162. **DIEUZEIDE**, Henri
Alternative technologies and the renewal of education.
Interview with Henri Dieuzeide.
In: Unesco Chronicle (Paris, Unesco), vol. XXI, no. 3, March 1975, p. 61-67.

This interview with the Director of the Division of Methods, Materials, and Techniques, Unesco, deals with the Unesco programme of educational technologies adapted to development. The aim of the programme is to help less developed countries create educational methods and materials which draw on - but are different from - advanced techniques and local traditions. Dieuzeide discusses various methods, their applications, and their implications for the international community as a whole.

Descriptors: technology transfer; development policy; educational development; education and development.

163. **LEPRINCE-RINGUET**, Louis
Science et bonheur des hommes.
Paris, Flammarion, 1973. 264 p.

L'auteur considère la science comme l'origine des multiples remises en question qui caractérisent l'époque moderne et essaie de donner son analyse personnelle de l'évolution du monde. Il discute l'éducation et les métiers de l'an 2000, l'orientation traditionnelle de l'enseignement, et les voies de la culture. En conclusion, il essaie de répondre à la question "la science pourra-t-elle jamais satisfaire les besoins spirituels de l'humanité ?" et propose quelques solutions pour construire le bonheur.

Descriptions: technology; educational development; future.

164. **STENECK**, Nicholas H. (ed.)
Science and society: past, present and future.
Ann Arbor, University of Michigan Press, 1975.
412 p., bibl.

This future-oriented volume includes a section on science and education. Of particular interest is the article "Science education and the new heretics", by John M. Fowler, which discusses the role of science in human development. Trends within society and its attitude toward science are examined, and new methods for science teaching are discussed. The necessity for science and science education to meet future societal needs is emphasized.

Descriptors: science education; future; scientific development.

165. TETT, Charles R.
Education systems - appropriate technology and education for development.
In: Congdon, R.J. Lectures on socially appropriate technology, p. 137-154. Eindhoven, Netherlands, Technische Hogeschool, 1975. 235 p.

In attempting to determine appropriate education and technologies for Third World countries, the author discusses the history of educational systems (traditional, colonial, and post-independence education), education in relation to culture, the present employment situation, and recommendations for educational programmes in the future. He examines possibilities for change in formal education and training, in the informal sector of industry, and in non-formal education and training.

Descriptors: technology transfer; technological change; educational systems; cultural values; development policy.

166. TORDA, T. Paul
New directions in engineering education: suggestions for developing countries.
In: Impact of science on society (Paris, Unesco), vol. 27, no. 4, October-December 1977, p. 357-367.

The author describes an educational activity entitled "Education and experience in engineering", which he developed, and proposes ways in which developing nations might adapt the education of engineers to their specific needs. Modeled on new directions in engineering education in America, this programme concentrates on fostering a concern for solving socially significant problems. Discussed are innovations in engineering education, appropriate technology, the transfer of technology, educational technology, and technical training and assistance.

Descriptors: technology; scientific progress; educational development; technology transfer.

167. UNESCO
New trends in the utilization of educational technology for science education.
Paris, Unesco, 1974. 248 p.

This monograph discusses prospects of multi-media and computer-assisted instruction in education. The concept of programmed instruction is explained, and educational television and radio as well as integrated media systems are discussed. Trends and practices in the use of educational technology for science teacher training are also described. A chapter on educational technology applied to the learning of science in developing countries is included.

Descriptors: science education;learning processes; educational technology.

168. WHISTON, Tom
The development of education: its technological and social dimensions.
In: The future of education and the education of the future. Paris, Unesco:IIEP, 1980, p. 318-362.

This article highlights major policy dilemmas and requirements of developed and developing countries concerning technology and society.

The author describes elements of a changing technology which could affect education: major changes in styles of production and in dependency on information technology, discrepancies between educational output and industrial input requirements, and increase in specialization in the medical sciences and computer sciences.

Descriptors: scientific progress; technological change; education and employment; educational planning.

III. INTERNATIONAL COOPERATION IN EDUCATION

A. CONCEPTS AND MODALITIES

169. ANDERSON, C. Arnold
Comparative education over a quarter century: maturity and challenges.
In: Comparative Education Review (Chicago), vol. 21, no. 2/3,
June/October 1977, p. 405-416.

The author discusses comparative education and its contribution to the investigation of the role of education in complex societies. In particular he cites two useful approaches for research: 1) the correlation of different features within the education sector, comparing the differences among these intra-educational relationships from one society to another and 2) the relation of features of education to other societal characteristics in all types of societies. An explanation of how cross-cultural and cross-programme comparisons can aid education in both developing and developed countries is given.

Descriptors: international cooperation; educational assistance; educational philosophy.

170. ARDOINO, Jacques
Education et relations.
Paris, Gauthier-Villars/Unesco, 1980. 183p.

Ce volume preparé par l'Association Nationale pour le Développement des Sciences Humaines Appliquées de France, est divisé en quatre parties. La première partie concerne les difficultés du changement dans l'éducation et dans la société et discute les tendances principales de la recherche sur les problèmes concernant les relations éducatives et les philosophies de l'assistance et du développement. La deuxième partie consiste en études de cas au Brésil, France, Japon, Madagascar, Portugal et Roumanie. La troisième propose des recommendations pour une bibliographie sur l'éducation et relations, et la quatrième cite des méthodes pratiques pour la formation des professeurs.

Descriptors: international cooperation; development policy; social change; educational development.

171. DELEON, Asher
Aid in the light of new development prospects.
Paris, Unesco, 1976. 10p.
SHC-76/CONF.712/6; SHC-76/CONF.712/COL.6.

This paper, presented at the Meeting of Experts on Problems of Aid in Unesco's Fields of Competence according to the New Perspectives of Development, Paris, 1976, discusses educational assistance to developing countries and suggests a redefinition of development aid and educational strategies in the light of the New International Economic Order. The relation between education and development and the need for regional cooperation among developing countries are stressed. The importance of adult education and functional literacy within the context of national development is emphasized.

Descriptors: educational assistance; education and development; international cooperation; national development; adult education; functional literacy.

172. **DIEUZEIDE, H.**
Education and development: some remarks on priorities and challenges for international action.
In: The future of education and the education of the future.
Paris, IIEP, 1980, p. 259-265.

The author discusses the need for global concern for the future of education and considers the contribution Unesco can make in introducing the dimension of the future into the thinking of most countries of the world. He suggests four practical directions for international action: the improvement of communications among institutions concerned with the future of education, the establishment of a typology of methods and of guidelines for research, the encouragement by Unesco of the development of autonomous research capacities on the future of education in developing countries, and the assistance of Unesco in introducing a better international critical dimension by relating future studies to other research and training projects in the specialized fields of its competence.

Descriptors: international cooperation; education and development; educational development; educational policy; future.

173. **ENCEL, S.**
The future of education in relation to the New International Economic Order.
In: The future of education and the education of the future.
Paris, IIEP, 1980, p. 149-174.

This article discusses the concept of the New International Economic Order, education and social change, technological determinism and theories of modernization, education and the objectives of the NIEO, and policy implications of the NIEO. The author concludes with strategies for action in education relating to the NIEO: development of regional models, improvement of data collection, emphasis on the reform of secondary education, and coordination of education with employment possibilities.

Descriptors: international cooperation; New International Economic Order; social change; technology; educational policy; educational development; education and employment.

174. **HOCHLEITNER, R.D.**
International cooperation in research for educational development.
In: International Review of Education (Hamburg, Unesco), no. 3, 1973, p. 372-378.

The author discusses the need for international cooperation in educational research and outlines general guidelines for a research policy. He considers the contributions of various international agencies--Unesco, the IIEP, the IBE, and the CERI of the OECD--to cooperative research programmes and global research projects as centres of interest for research and cooperation.

Descriptors: international cooperation; educational research.

175. KUTSCH, Gerhard
Technical cooperatin among developing countries (TCDC): What does it mean for education towards a new international economic order (NIEO)?
(Reports and studies on educational policy and planning; S.58)
Paris, Unesco, 1978. 34p., bibl.

In May 1974 the United Nations General Assembly adopted a declaration as well as a programme of action regarding the establishment of a New International Economic Order. The notion of Technical Cooperation among Developing Countries (TCDC) has concurrently entered into the debate on international cooperation for development. This paper clarifies the significance of TCDC by citing UN documents from 1970 to 1978, discusses considerations underlying an evaluation of potential contributions of education, and emphasizes the role of TCDC as a challenge to educational innovation.

Descriptors: international cooperation; educational policy; educational planning; educational development; models.

176. LASZLO, Ervin et al
Goals for mankind.
New York, E.P. Dutton, 1977. 434p.

This report to the Club of Rome on the new horizons of global community discusses national, regional, international, and transnational goals. Maintaining that mankind must be future-oriented, the authors stress that individuals should inform themselves of current goals and operations of the world community. Particular goals discussed are those concerning security, food, energy and natural resources, development, and education.

Descriptors: future society; economic and social development; development strategies; social values; international cooperation.

177. LOURIE, Sylvain
Revision of aid in the process of educational change.
Paris, Unesco, 1976. 10p.
SHC-76/CONF.712/4.

This report discusses possible futures for educational aid in the light of the process of change in education and multidisciplinary endogenous development. The author concludes that the educational process of change is endogenous by definition and clarifies new forms of aid. He enumerates attitudes toward educational aid which prevail in developing countries, stressing that knowledge of the national context is more important than technical knowledge and ability.

Descriptors: International cooperation; educational assistance; educational development; national development; technology transfer.

178. PLATT, William J.
Educational development and the United Nations system.
In: Prospects, quarterly review of education (Paris, Unesco), vol IV, no. 2, Summer 1974, p. 244-251.

This article emphasizes the following: 1) all partners interested in educational development in developing countries must respond to a more realistic perception of needs and possibilities; 2) the contribution which the United Nations can make to such development could be more appropriate; and 3) the United Nations family is developing effective common machinery to assure that its contribution is coherent.

Descriptors: educational development; educational aims; international cooperation.

179. . . .
Recherche, pédagogie, et culture (Paris), vol. VI, no. 35-36, mai-août 1978.

Ce numéro est consacré à l'éducation et le nouvel ordre économique international. Il traite de la coopération culturelle et la préparation d'un nouvel ordre économique international, du nouvel ordre éducatif international à la recherche des éducations transculturelles, des disparités éducatives et la conscience regionale, et du rôle des organisations internationales dans l'évolution de l'éducation comparée.

Descriptors: international cooperation; New International Economic Order; cultural values; cultural identity.

180. REIFF, Hans
Educational planning for integrated social development.
(Reports and studies in educational policy and planning; S.21)
Paris, Unesco, 1977. 25p. + annexes.
ED-77/WS/16.

This paper introduces new educational planning and management concepts which move educational planning in the direction of a broader social engineering process. Recommended is a gradual shift from aid to formal education to a dialogue directed toward programmes which affect the child and the adult before, during, and after the formal schooling process. The author maintains that the role of educational planners is to become "brokers of innovative educational ideas in an education-communication systems framework".

Descriptors: educational planning; international cooperation; educational assistance; social and economic development.

181. REIFF, Hans
Thoughts on educational models, indicators, and external assistance.
(Reports and studies on educational policy and planning; S.19)
Paris, Unesco, 1976. 41p.
ED-76/WS/98.

This report concerns information gathering for educational models, the contribution of agencies other than Unesco to models for economic and social sectors, indicators of educational maturity, statistics for educational planning, and external assistance to programmes of integrated educational development. The theory and framework of external assistance is discussed, and a sample method is described. Also included is a methodology for evaluating World Food Programme projects as a possible reference framework.

Descriptors: models; educational assistance; educational planning; statistics.

182. UNESCO
Education on the move: a companion volume to "Learning to be".
Paris, Unesco, 1975. 307p.

One chapter of this volume discusses international cooperation in education, the concept of copperation versus that of assistance, and education for independence. The feeling of solidarity, the exchange of experience, and the common search for new solutions are considered essential for harmony in the contemporary world. The need for countries to enter cooperative relationships on a basis of partnership is stressed.

Descriptors: international cooperation; educational assistance; future.

183. UNESCO
Innovation in education for development: regional cooperative networks as a new Unesco strategy: present situation and trends.
Paris, Unesco, 1977. 7p.
ED/SCM/MMT.

This working paper reviews the activities and programmes of the Asian Programme for Educational Innovation for Development and of the Network of Educational Innovation in Africa within the framework of the Unesco regional cooperation programmes for the exchange of information on educational innovation. The need for the existence of other information networks in the Arab States, Caribbean, and South-east Europe is stressed. Present programmes are evaluated, and current and future trends are cited.

Descriptors: international cooperation; educational development; information networks.

184. UNESCO
Meeting of experts on problems of aid in Unesco's fields of competence according to the new perspectives of development.
Secretariat working paper.
Paris, Unesco, 1976. 27p.
SHC-76/CONF.712/2.

This working paper discusses aid to developing countries in the light of the New International Economic Order. It defines endogenous development, relating it to social and economic development, and stresses the need for countries to create their own models of development. The problem of the transfer of technology is discussed, and previous forms of aid are examined (including financial, technical, and educational assistance).

Descriptors: economic and social development; international cooperation; technology transfer; educational assistance.

185. UNESCO
Moving towards change: some thoughts on the New International Economic Order.
Paris, Unesco, 1976. 137p.

This monograph on the NIEO discusses the need for a new type of international relations regarding social problems and the global economic situation. In particular, the role of human rights and values in establishing this new order is stressed. Obstacles to economic and social development in developing countries are examined, including those resulting from economic growth. The volume refers to a new form of international cooperation with emphasis on the U.N. system and its development aid and describes Unesco's contribution to this new order through its scientific, educational, communication, and cultural programmes. The interaction between science and development and the problems involved in the transfer of technology are also discussed.

Descriptors: economic and social development; economic growth; international cooperation; technology transfer; educational planning.

186. **UNESCO**
Unesco's contribution to the establishment of a New International Economic Order: report of the Director-General on the implementation of 19 C/Resolution 9.1.
(General Conference, 20th Session, 1978)
Paris, Unesco, 1978. 68p. (various paginations)
20 C/12 + ADD.

This General Conference paper discusses the overall action carried out by Unesco as its contribution to the establishment of a New International Economic Order. It stresses the promotion of reflection and the dissemination of knowledge about changing views of international relations. Topics discussed are culture and development, cultural policies, and cultural pluralism, science and technology, international understanding, peace, and human rights. Topics considered relating specifically to education are educational reform, educational policy, educational planning, educational administration, and democratization of education.

Descriptors: international cooperation; educational assistance; educational policy; educational planning; educational development; educational administration; democratization of education; cultural identity.

187. **UNESCO, DIVISION OF EDUCATIONAL POLICY AND PLANNING**
Major problems and trends in educational development and new strategies for international cooperation in education.
(Report and studies in educational policy and planning; S.10)
Paris, Unesco, 1977. 21p.

Within the context of the Second Development Decade and the proposed New International Economic Order, this paper reviews the role of education as a vital factor in meeting basic development needs, the major problem areas facing decision-makers, and current trends and strategies designed to meet these problems. On the basis of this analysis, certain implications are given for the concept and practice of international cooperation for educational development.

Descriptors: educational policy; educational planning; economic and social development; international cooperation.

188. **VAN VLIET, W.**
A comment on Unesco's role in international cooperation for development.
(Reports and studies on educational policy and planning; S.69)
Paris, Unesco, 1979. 46p.
ED-79/WS/69.

In discussing Unesco's role in international cooperation, the author analyzes aid to education in Africa, revealing that aid does not always correspond to apparent need and that certain levels and kinds of education have been favoured through aid programmes at the expense of others. The author suggests a more general role Unesco might play in the future and emphasizes a global approach to promote international cooperation for educational development. He maintains that Unesco should concentrate on facilitating rather than coordinating cooperation and suggests that the Agency compile a directory of international educational cooperation, studies of national systems of education, and information on technical assistance and technical cooperation.

Descriptors: international cooperation; educational assistance; statistics.

B. FOCUS AND PRIORITIES

189. ADISESHIAH, Malcolm S.
International cooperation for educational reform in the 1980's.
In: Prospects, quarterly review of education (Paris, Unesco), vol. VIII, no. 2, 1978, p. 143-156.

This article discusses the cost, scope, purpose, and substance of educational reform and considers an international strategy for educational reform, referring to such topics as democratization of education, educational technology, curriculum development, teacher training, management and finance, non-formal education, and literacy. It offers the following suggestions for educational cooperation: decentralization of regions, scenario writing of educational alternatives, and intra-Third World cooperation.

Descriptors: educational development; international cooperation; educational planning; democratization of education; educational policy; educational technology; non-formal education; literacy.

190. ALLES, Jinapala; MOULTON, Jeanne
The concept of basic services and the learning components within it; selected issues and problems.
(Notes and comments of the Joint Unesco/UNICEF Programme of Educational Assistance; No. 10)
Paris, Unesco, 1976. 5p.

This working paper on educational assistance programmes discusses the learning process in relation to the acquisition of basic services and the basic education necessary for their attainment. Characteristics of basic services are described: family planning, health education, child welfare, and the general improvement of family life and the standard of living. Factors necessary for the implementation of these programmes--resources, time-frame, and location--are considered.

Descriptors: educational assistance; learning processes; basic education.

191. ALLES, Jinapala
A first step in the identification of learning opportunities.
(Notes, comments . . . Unit for Cooperation with UNICEF & WFP)
Paris, Unesco, 1975. 47p.

This working paper discusses educational assistance programmes concerned with the identification of educational goals for skill development of youth. The author gives a typological analysis of life-skill objectives for family life, occupational life, and everyday life while relating these objectives to the learning process. He also refers to the needed educational planning and curriculum development for attaining these life-skill objectives.

Descriptors: educational assistance; educational goals; learning processes; educational planning.

192. BONANNI, Camillo
Basic learning modules: are they feasible?
(Notes and comments of the Joint Unesco/UNICEF Programme of Educational Assistance; No. 8)
Paris Unesco, 1976. 9p.

This working paper discusses educational assistance programmes for planning basic education in developing countries. The use of basic learning modules is stressed, and the methodology for establishing a basic education curriculum is described. Taken into consideration are socio-economic factors, ecological conditions, and aspects of linguistics. Literacy needs and educational needs of rural areas are emphasized.

Descriptors: educational assistance; basic education; learning processes; socio-economic factors; environment; literacy.

193. DAVIDSON, J.R.
The basic village education project in Guatemala.
(Case studies in development assistance, No. 2)
Washington, Agency for International Development, 1976. 58p., bibl.

This case study, the analysis of a project sponsored by the Academy for Educational Development, Washington, D.C., and USAID, summarizes the project's experience in Guatemala with the intention of contributing to the knowledge and design of rural development projects. The author discusses the use of radio education to communicate knowledge to rural populations where literacy is a problem. The experience in Guatemala is described as successful in altering agricultural knowledge, attitudes, and practices of the small farmer. Evaluation, impact, and implications of the project are discussed, and statistical data are included.

Descriptors: educational assistance; rural education; rural development; mass media.

194, DEBEAUVAIS, Michel
La communication et les innovations éducatives: propositions pour un programme international d'aide aux innovations en vue de diffuser leurs résultats.
(Série de documents du BIE; No. 2)
Geneva, IBE, 1978. 59p.

Ce document concerne les problèmes de diffusion et les problèmes de production des informations sur les innovations, les critères utilisés pour construire la grille d'analyse, Les propositions pour un programme international et les propositions pour une aide internationale à la communication des résultats des innovations. L'auteur propose les suivants: Attention particulière aux "innovations de base" (grassroot innovations), un système d'aide décentralisé et considération des differentes formes d'auto-évaluation comme un élément de consolidation et de progrés des innovations.

Descriptors: international cooperation; educational assistance; educational development.

195. EDICO-2
Exchange of educational information: a further advancement of European cooperation in the field of education. Proceedings of the European Colloquium, Bratislava, 1977.
Bratislava, Institute of Educational Information, 1977. 568p.

This volume deals with the objective of the EDICO-2 Colloquium: the evaluation of the development of innovation processes and information systems. The authors outline the most significant areas for the exchange of educational information and discuss possibilities for joint action in the future. The Colloquium had as its goal a contribution to the creation of a better network of educational information centres and to the solution of common problems of theoretical and practical nature.

Descriptors: international cooperation; information networks; educational development.

196. PHILLIPS, H.M.
Basic education: a world challenge: measures and innovations for children and youth in developing countries.
London, John Wiley & Sons, 1975. 259p.

The author discusses the problem of planning basic education, giving a historical perspective and an analysis of present trends; enumerates the forces determining its development; outlines measures for planning basic education; and suggests several innovations in methods and technologies of teaching and learning. A discussion concerned with external aid and international cooperation is included.

Descriptors: basic education; educational planning; educational development; international cooperation; educational assistance.

197. REMILI, Abderrahmane
Les réformes de l'éducation dans le contexte du nouvel ordre économique, social et culturel international.
Paris, Unesco, 1977. 10p.
ED-77/CONF.628/REF.7.

L'auteur constate que les pays en voie de développement ont à compter d'abord sur eux-mêmes pour l'élaboration et la mise en oeuvre de réformes de l'éducation et qu'un nouvel ordre économique international permettrait aux efforts de ces pays de reduire les constraintes financière rencontrées. Pour lui, l'éducation est une activité politique conditionnée par le milieu politique, économique, et social. Comme l'assistance internationale, il propose la démocratisation des informations scientifique et la formation plus efficace des éducateurs.

Descriptors: educational development; New International Economic Order; international cooperation; educational assistance.

198. UNESCO, REGIONAL OFFICE FOR EDUCATION IN THE ARAB STATES
Programme d'innovation éducatives en vue du développement dans les pays arabes: propositions de conception et plan d'action (1979-1982).
Cairo, Unesco, 1978. 36p.

Ce document de travail conçu pour une consultation d'experts arabes de l'éducation traite des problèmes suivants: 1) la signification du programme d'innovations éducatives en vue de développement, et ses raisons; 2) les objectifs du programme à court et à long terme; 3) l'instrument qui lui permettrait d'atteindre ses objectifs et d'assumer ses activités; 4) les domaines et le contenu du programme; 5) la meilleure stratégie à suivre et les priorités; 6) les méthodes pour traduire cette stratégie en un plan d'action, comprenant les buts de ce plan et les résultats; et 7) le rôle de l'Unesco et de l'Organisation arabe pour l'éducation, la culture et la science, ainsi que d'autres agences concernées, dans le fonctionnement du programme.

Descriptors: educational policy; educational development; education and employment; vocational education; educational planning; international cooperation.

199. **VAN DAM**, Andre
Third world collaboration: determining the appropriate of appropriate technology.
In: The Futurist (Washington), vol. XIII, no. 1, February 1979, p. 65-67.

This article concentrates on the increasing interchange among developing countries of development methods and technologies. Citing the U.N. Conference on Technical Cooperation among Developing Countries, the author discusses the need for Third World countries to absorb foreign technology and to develop indigenous technology. He stresses the role of the university in the selection of appropriate technology, particularly the coordination of technology with cultural heritage. The introduction of technology in rural areas and the education of peasants and farmers are also discussed.

Descriptors: international cooperation; technology transfer; role of education; higher education.

C. EVALUATION OF PAST AND CURRENT PERFORMANCE

200. **HIGGINSON, F.L.; HARTWELL, A.S.**
From goal to process concerns in education: a behavioural view of the role of experts in development.
(Reports and studies on educational policy and planning; S.51)
Paris, Unesco, 1977. 20p.
ED-77/WS/43.

This report consists of two papers presented at the Seminar for Field Experts in Educational Planning and their Counterparts on Ways and Means of Improving the Effectiveness of Educational Administration within the Context of Educational Reform, Paris, 1976. Major criticisms of experts by developing countries and major problems confronted by experts are discussed. The authors analyze the present situation facing experts, including contributing factors reducing their effectiveness, and speculate on the role of the expert might play in the future.

Descriptors: educational assistance; international cooperation; educational administration.

201. **LEON, J.M.**
L'aide à l'éducation et son influence sur les stratégies éducatives adoptées dans quelques pays d'Afrique francophone.
Paris, Unesco, 1976. 25p.
ED-76/WS/56.

L'auteur discute la quantité et le type d'aide donné aux pays francophones en Afrique et constate que l'aide à l'éducation a renforcé, pour la plupart, les modèles occidentaux de l'education. Il analyse les diverses sortes de l'aide (UNDP/Unesco, IBRD, FED, etc) et leur influence sur le developpement de l'éducation. Egalement, il réflechit sur l'impact des techniques modernes d'éducation, comme la télévision éducative, et leur contribution à l'évolution des systèmes scolaires.

Descriptors: educational assistance; educational development; educational technology.

202. **ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT**
Development cooperation: efforts and policies of the development assistance committee.
Paris, OECD, 1977. 240p.

This report discusses development policies to meet basic human needs. Because of changing needs and priorities in developing countries, this OECD review recommends concerted action in international development cooperation. An analysis of previous contributions from OECD Member States is included, and a reassessment of development policies is proposed. The following areas are considered: employment, rural development, food supply, and health and educational services.

Descriptors: international cooperation; economic and social development; educational assistance.

203. **PHILLIPS, H.M.**
Educational cooperation: sources, amounts, and distribution of educational aid.
Washington, World Bank, 1978 (?). 25p.

This report includes figures and data provided by the OECD and other agencies. It discusses sources, amounts, and qualitative trends concerning bilateral, multilateral, and non-governmental aid; distribution of aid by levels and types of education; division of aid among developing countries by income level; and geographical distribution of aid among developing regions. Implications for educational policy are discussed. Tables are included.

Descriptors: international cooperation; educational assistance; statistics.

204. **PHILLIPS, H.M.**
Higher education: cooperation with developing countries. An analysis of the sources and amounts of funding for educational assistance, and of the distribution of those monies--geographically and by level of education.
New York, Rockefeller Foundation, 1976. 98p.

In addition to discussing sources, amounts, and quantitative trends of educational assistance, this report enumerates leading donors and evaluates their contribution to higher education in developing countries. The problems of measurement and the need to improve data on educational assistance are discussed, and analyses of the GNP per capita and the population of developed and developing countries by income groups are included.

Descriptors: higher education; international cooperation; educational assistance.

205. **PARKINSON, Nancy**
Educational aid and national development: an international comparison of the past and recommendations for the future.
London, Macmillan, 1976. 411p.

This study, which concerns problems of general development, discusses problems of educational expansion created by the present conditions of development aid. In particular, the author elaborates on the lack of coordination and communication between donors and recipients, the increase in population and pollution, and the discrepancy between rich and poor. Case studies on developing countries (Chile, India, Kenya, Senegal, Tunisia, and Turkey) are included. Suggestions for improvement of policies of aid and assistance are made.

Descriptors: international cooperation; educational policy; economic and social development.

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Annex

LIST OF DESCRIPTORS USED[*]

- Educational Development
  - trends, reforms, innovations
- Education and Development
  - interrelationship of one to the other
- Educational Policy
  - strategies, opportunities, relevance, role of education, right to education
- Educational Goals (set by society)
- Educational Aims (set by educators)
- Democratization of Education
  - access, equality of opportunity, participation
- Educational Planning
  - needs, demand, resources, quality, statistics, programmes, plans, school mapping, educational population, education and development
- Economics of Education
  - budgets, costs, financing
- Educational Systems
  - public, private, compulsory, free, formal, non-formal
- Educational Administration

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- Basic Education
- Literacy
- Rural Education
- Population Education
- Mass Education
- Vocational Education
- Science Education
- Adult Education
  - workers education, extension education, popular education
- Non-Formal Education (Out-of-school education)
- Lifelong Education
  - continuing, recurrent, informal

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[*] Terms have been selected from the Unesco Thesaurus except those preceded by a "+". Words in lower case indicate scope or content.

Humanistic Education

Higher Education

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Learning Processes

Learning Methods

Learning Needs

Educational Environment

Educational Technology

Teaching Methods

Intelligence

Educability

Cognition

Mental Development

Personality Development

Emotional Development

Moral Development

Child Psychology

Educational Psychology

Cybernetics

Physiology

Memory

Brain Research

Motivation

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National Development

Community Development

Rural Development

Development Policy

Economic Growth